

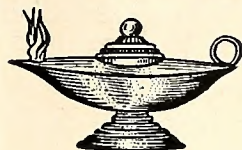
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SEPTEMBER, 1907



E. C. BROOKS, . . Editor
H. E. SEEMAN, Publisher

An Experience of Interest and Value to Purchasers of **SCHOOL FURNITURE**

MICRO, Johnston County, N. C., August 10, 1907.

MR. CHAS. J. PARKER,
Raleigh, N. C.

Dear Sir:—Enclosed you will find check to pay for school desks.

We bought some desks from * * * * and it was over twelve months before we could get all of the order filled, and we sent cash with the order too. I did not send cash with order I sent to you, but the seats came to my station within about forty-eight hours after the order was written. We now have the desks up by the side of the * * * * desks, and any one that knows anything about desks would say that yours is worth a dollar more in the desk than theirs and they cost us about the same that theirs would have cost us. If you wish to publish any of this letter you can do so.

Hoping I will have a chance to meet you in the near future, I am,

Yours very truly,

J. C. BROWN, Secretary Committee.

The above copy of letter explains itself. This gentleman ordered desks from Chicago, thinking that he would get a bargain because of some low prices that were quoted him f. o. b. Chicago. We publish it for the benefit of those who may doubt our ability to make good our claim that we can deliver these goods at as low a price as anybody else, **including the freight**; our service is better and we handle only first-class desks.

We have full line of Blackboards, Crayon, Erasers, Maps, Globes, Etc.

Write for Prices and Catalogue

CHARLES J. PARKER

THE SCHOOL FURNITURE MAN

RICHMOND, VA.

RALEIGH, N. C.

Security Life and Annuity Company OF GREENSBORO, N. C.

Mutual, Legal Reserve.

Insurance That Insures

One of the many splendid liberal features of the policies in the SECURITY LIFE & ANNUITY CO. is the provision for a fully paid-up policy in event of the total and permanent disability of the Insured. Policy No. 461 has just become fully paid-up for its face value, and no further premiums will be required on account of the total and permanent disability of the Insured who had paid only four annual premiums. Other Companies would have required a continuation of premiums or given a paid-up policy for only about one-fifth of the original amount. This policy also provides a guaranteed annual income in event of total and permanent disability.

GET THE BEST

The Security Life and Annuity Company
of Greensboro, has It

J. VAN LINDLEY, President

GEO. A. GRIMSLEY, Secretary

North Carolina Journal of Education

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Vol. II

DURHAM, N. C., SEPTEMBER, 1907

No. 1



THE AUGUST PRESENCE.

Opportunity

Master of human destinies am I;
Fame, love and fortune on my footsteps wait.
Cities and fields I walk: I penetrate
Deserts and seas remote, and, passing by
Hovel and mart and palace, soon or late,
I knock unbidden, once at every gate.
If sleeping, wake; if feasting, rise before
I turn away; it is the hour of fate.
And they who follow me reach every state
Mortals desire, and conquer every foe
Save death; but those who doubt or hesitate,
Condemned to failure, penury and woe,
Seek me in vain and uselessly implore;
I answer not, and I return no more.

--John B. Ingalls.

CURRENT EVENTS

Battle of Moore's Creek Bridge

One of the most important battles of the Revolutionary War was fought in what is now Pender county and is recorded in history as the battle of Moore's Creek Bridge. The date of this famous victory for North Carolina troops was February 27, 1776. This event should rank in importance and significance with Lexington and Bunker Hill.

On August 15th a monument was unveiled on the battle ground to commemorate the deeds of the brave North Carolina patriots. The story of what was accomplished here should be told in every schoolhouse in North Carolina.

The monument is fifteen feet high. The top piece is a beautiful woman six feet tall posing as "Remembrance." It is a handsome piece of work and occupies a commanding position on the historic spot, bearing a striking testimonial to the brave women of the Lower Cape Fear during the Revolutionary period. The inscription on the front side is:

"To the honored memory of the heroic women of the Lower Cape Fear during the American Revolution, 1775-1781."

On the reverse side:

"Unswerving in devotion, self sacrificing in loyalty to the cause of their country, their works do follow them; and their children rise up and call them blessed."

On the third face is the following:

"This monument was erected by the Moore's Creek Monumental Association in the year 1907."

On the fourth side:

"Most honored of the names recorded by the Historic Association is that of

MARY SLOCUMB,

wife of Lieutenant Slocumb, riding alone at night sixty-five miles to succor the wounded on the battlefield. Her heroism and self sacrifice place her high on the pages of history and should awaken in successive generations true patriotism and love of country. *Virtutes majorum filiae conservant.*"

Facts About the Panama Canal

These are facts worth knowing about the Panama Canal. Estimated cost, \$200,000,000; amount paid French company for title, \$40,000,000; amount paid Panama Government for perpetual lease of canal lands, \$10,000,000; length of canal, forty-six miles; width varies from 250 to 500 feet at the top, the bottom width being 150 feet; with five twin locks of concrete masonry, each 738 feet long and 82 feet wide, with a lifting capacity of thirty to thirty-two feet. Lake Bohio (artificial) covers thirty-one square miles. Alhajuela Lake (artificial) covers 3,900 acres, about nine square miles, and will furnish motive power for operating the locks and lighting the canal from ocean to ocean. Distance from New

York to San Francisco by old route, 13,714 miles; by the route through the canal, 5,299 miles. Distance from New York to Manila by present route, via San Francisco and Yokohama, 19,530 miles. Distance from New York to Manila via San Francisco and Yokohama, 11,585 miles. Distance saved in sailing a vessel around the world by the new route through the Panama Canal, 2,768 miles. The Panama Canal was practically begun in 1883 by the French company. They had completed about two-fifths of the length, when, because of fraudulent management, the company failed, and the work ceased in 1890.

Prohibition in the South

The Legislature of Georgia recently passed an act closing all saloons in the State, thus placing Georgia in the prohibition list. It is quite probable that the recent race riots in Atlanta and elsewhere aided very materially in organizing a strong opposition to saloons. The prohibition states now are Maine, North Dakota, Kansas, Tennessee and Georgia. Georgia is the largest State that ever passed a prohibition law.

In the South the prohibition sentiment has grown very rapidly within the past few years. In Mississippi and Alabama the prohibitionists declare that the legislatures of these states will close the saloons in the near future. North Carolina, South Carolina and Texas are already over half prohibition with a decidedly strong sentiment in favor of making the entire State likewise.

New York made an attempt years ago to enforce prohibition, but the attempt even was a farce. Massachusetts, Vermont, Rhode Island and Iowa have all tried and abandoned prohibition. It is claimed, however, that "nearly half the people of the United States live in communities where getting a drink means breaking the law or defying public sentiment."

North Carolina and the Railroads

It will be remembered that in March the General Assembly reduced the passenger fare on all railroads from 3¼ cents to 2½ cents a mile. The roads were given until July 1st to put the rates into effect, on the grounds that the new rates would be confiscatory. The Southern and the Atlantic Coast Line railroads applied to the Federal court for an injunction prohibiting the State from putting this law into effect. The Federal court granted the injunction. The question arose can a Federal judge suspend a State law until the law is declared unconstitutional. The State authorities hold that the law was in force

until declared unconstitutional by the highest authority in the land. The Southern and the Atlantic Coast Line railroads refused to sell tickets at the reduced rates. The officials of the State courts were ordered to indict any agent selling tickets at any rate higher than that authorized by the legislature. Indictments were made. Railroad authorities at first refused to recognize the jurisdiction of the State courts. They appealed to the Federal court. At this junction the feeling was intense. The papers all over America were discussing the situation. Sentiment was divided. The State officials continued to indict the railroad officials. It became so serious that the railroads decided to conform to the law, lower its passenger rates and allow the matter to be settled in the courts before nullifying the State law. Thus ended an important incident in State history and all roads are now selling tickets at $2\frac{1}{4}$ cents a mile. Since then Virginia and Alabama have fought it out with the railroads.

Philippine Election

The public school teachers will remember that since the Philippine Islands were taken over from Spain—the ownership being conceived in war and delivered through purchase—a great deal has been spoken and written on what will America do with these Islands. A vague promise of independence, scarcely distinct enough to give much hope to the natives, has been held out. It is claimed that the Filipinos are not capable of self-government and that they must go to school a while longer under American protection.

The first step toward local self-government was taken a few weeks ago when President Roosevelt called an election of delegates to an assembly. There are two parties, one composed of "Progressive" natives who desire American protection awhile longer, and the "Nationalists," who desire immediate independence. While the election did not call out the entire voting strength, the reports show that the "Nationalists" won. This assembly of delegates is only a step in the direction of self-government, and although the "Nationalists" seem to be in the majority, it is safe to predict that "immediate independence" is not yet in sight.

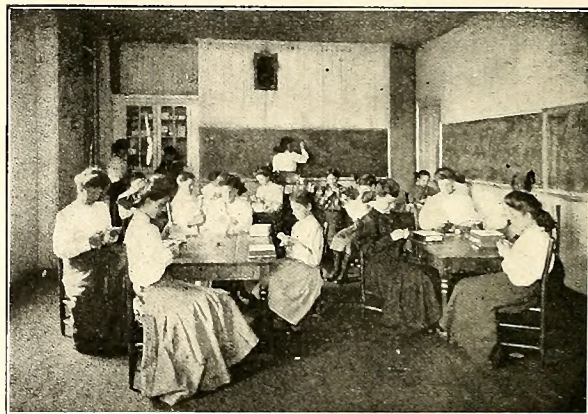
Japan Takes Korea

Japan and Russia have entered into a commercial agreement. It is expected that this will remove any further clash between these countries. Russia recognizes Japan's supremacy in Korea. In the meantime Japanese soldiers have disarmed the Korean troops. Riots have broken out in this little province. Japan has sent over about 30,000 soldiers. Thus ends the natural existence of Korea. It is a Japanese province. The Emperor of Korea is deposed. When the

new map of Asia is made Korea will no longer stand as an independent country. This is one of the results of the Russian and Japanese war. Korean princes have arrived in America and declare that Korea will fight for her independence, but so far these fights have been only in the form of mob outbreaks. The United States has been appealed to to aid the Koreans, but this government has found no warrant for taking any active proceedings in the way of interference between the Korean people and the Japanese rulers.

Domestic Science in City Schools

In the North Carolina schools domestic science is taught in the high school. In the Northern schools sewing takes the place of parallels or office work in the lower grades, and cooking is taught in the grammar grades. In Baltimore cooking has been introduced with good results in the fourth, fifth and sixth grades. Until a year



SEWING CLASS IN GOLDSBORO PUBLIC SCHOOL

ago cooking was not taught below the seventh grade, but on account of so many girls leaving school before they reached the seventh grade it was introduced in the lower grades "with good results."

Ten years ago domestic science was unknown in the graded schools of North Carolina. Durham was the first to introduce the "doubtful experiment." Soon all doubts were removed and Wilmington followed. Then came Raleigh, Goldsboro and Greensboro. The students are taught many things outside of cooking and sewing—proper ventilation, personal hygiene, the value of fresh air and water; the care of cooking utensils; the proper airing and making of beds. In some schools physiology is taught in connection with cooking. The child is also taught economy of material, economy of time, and economy of energy. These are valuable lessons in themselves. The lesson on the composition of food taught in this practical way is infinitely more effective than a similar lesson taken from a textbook on physiology.

One of the greatest benefits derived from a

study of this subject is this: the child learns to do with pleasure, honor and credit in the schoolroom what was drudgery and a burden at home. The idea of labor being unattractive, or being intended for servants alone is being eliminated from her mind. Through the school kitchen the home kitchen is made more attractive.



COOKING CLASS IN GOLDSBORO PUBLIC SCHOOL

This training in cookery and household science has been found to correlate admirably with academic work. The young housekeeper finds that she needs arithmetic to help her in making accurate measurements. Here fractions come into use.

The natural history of the food plants is interesting in this connection, while the elements of physics, chemistry, and physiology are always in evidence. The object is educational as well as utilitarian.

Leaflets for Class Room Work

There is no reason today why a teacher should confine herself to mere text-book work. The teacher should know more than is contained in the text-book. More should be added and it will make the text-book more interesting. In this age of educational activities there is an abundance of material that can be obtained free, if the teacher will only be alive to the situation and ask for it, if she really is on the lookout for new life to carry into the schoolroom.

History.—Do you desire to know more of our State history—more than is contained in the text-book? Write to Secretary R. D. W. Couuor, Raleigh, N. C., for his history leaflets. Send for enough to give a copy to each student in the history class and make a history lesson out of it.

1. *Trees.*—Do you know maples, oaks, ashes, gums, willows, pines, spruces? Do you know them by their general shape, by their leaves, something of the quality of their wood, anything of the beautiful literature about them? If you are interested in trees and care to make a study of them, write for any printed matter on this sub-

ject to the Bureau of Forestry, Department of Agriculture, Washington, D. C. Much of this material is free.

2. *Birds.*—Learn to know ten birds in as many ways as you can. The amount of bird lore you will acquire is life in the schoolroom.

Write to Mr. T. Gilbert Pearson, Greensboro, N. C., for his leaflets.

State your needs to the Department of Agriculture, Washington, D. C.; to the Audubon Society, 525 Manhattan avenue, New York City, or to the Nature Study Department, Cornell University, Ithaca, N. Y. Most of the material issued by the Department of Agriculture, and all sent out by the Audubon Society and Cornell University, is free.

3. *Domesticated Animals.*—If you are interested in horses or dogs or other domesticated animals, why not study them? Make a point of noting the stories you read about them; and what is, of course, of first importance, observe them yourself. Purdue University, Lafayette, Ind., has some valuable free leaflets on this subject.

4. *Weather Conditions.*—Have the weather map mailed you. It is sent free upon receipt of a request to the nearest weather station. Write the Weather Bureau, Washington, D. C., explaining what you are doing and asking for their free publications on the subject.

5. *Improvement of School Grounds; School Gardens.*—Write the School Garden Bureau, Department of Agriculture, Washington, D. C. Very helpful material is sent for the asking. Write also to the Nature Study Department, Cornell University, Ithaca, N. Y., stating your purpose and asking for any of their leaflets on the subject. They are free and are very suggestive. Write also to Mr. W. R. Hollowell, Goldsboro, N. C., or to Secretary Chas. H. Mebane, Raleigh, for information.

It is frequently stated that the work in the public schools is dry and uninteresting. It should not be so. Write to these sources, get their literature free. A teacher could secure enough material to last her several days. It would be interesting to the children. Secure enough copies for all the children. Let them carry the leaflets home. You will find a new life in the schoolroom and in the community.

A teacher would do well to spend at least thirty minutes each evening, preparing for something bright, cheery and attractive for the morning exercises. It may not take so long, but if it take even more time it would be time well spent. Something new and fresh and different each time, if it is possible. A song by the school; or a recitation by some pupil; the telling of some thing to start the day off the right way, and the short, bright, attractive story; a brief experiment; or a new discovery briefly told. Some-work will move pleasantly until dismissing time. —*Missouri School Journal.*

COURSE OF STUDY FOR HIGH SCHOOLS

The courses of study prescribed for the Public High Schools of North Carolina are herewith presented. The general scope of the work is outlined and text-books suggested. In most cases several texts are suggested as adequately covering the ground, some one of which is to be selected by the principal. There are other admirable texts, but it is not practicable to include a complete list in this pamphlet.

It will be noted that the courses are precisely the same for the first two years' work. During these two years three periods a week are left open. It is intended that the principal shall use these periods for whatever work seems most necessary. In many cases, doubtless, a review of certain back work will be necessary. In cases where such review is not necessary, the time may be devoted to such work as the teacher is especially qualified to give.

The periods should not be less than forty minutes each. The number of periods per week in each subject is indicated by the figures opposite the subjects.

CLASSICAL COURSE.

FIRST YEAR:

1. Arithmetic and Algebra (5).
2. English History (3).
3. English Grammar and Literature (5).
4. Latin (5).
5. Introduction to Science (3).
6. Open (3).

SECOND YEAR:

1. Algebra (5).
2. Ancient History to 800 A. D. (3).
3. English Composition and Literature (5).
4. Latin (5).
5. Physical Geography (3).
6. Open (3).

THIRD YEAR:

1. Algebra and Plane Geometry (5).
2. Mediaeval and Modern History (3).
3. English Composition and Literature (5).
4. Latin (5).
5. Greek (4).
6. Physics (3).

FOURTH YEAR:

1. Geometry and Advanced Arithmetic (5).
2. American History and Civics 4, and N. C. History 1, (5).
3. English Composition, Rhetoric, and Literature (5).
4. Latin. (4)
5. Greek (5).

LATIN—SCIENTIFIC COURSE.

FIRST YEAR:

1. Arithmetic and Algebra (5).
2. English History (3).
3. English Grammar and Literature (5).
4. Latin (5).
5. Introduction to Science (3).
6. Open (3).

SECOND YEAR:

1. Algebra (5).
2. Ancient History to 800 A. D. (3).
3. English Composition and Literature (5).
4. Latin (5).
5. Physical Geography (3).
6. Open (3).

THIRD YEAR:

1. Algebra and Plane Geometry (5).
2. Mediaeval and Modern History (3).
3. English Composition and Literature (5).
4. Latin (5).
5. One Modern Language (4).
6. Physics (3).

FOURTH YEAR:

1. Geometry and Algebra (5).
2. American History and Civics 4, and N. C. History 1, (5).
3. English Composition, Rhetoric and Literature (5).
4. Latin (4).
5. One Modern Language (4).
6. Physics or Agriculture (3).

MATHEMATICS.

FIRST YEAR:

A careful study of all the review and supplementary exercises in Colaw & Ellwood's *Advanced Arithmetic*, including those parts of the book which involve algebra and geometry. A review of such other parts as may seem necessary (5 periods a week during the First Term and 2 periods a week during the Second Term). Algebra begun in Second Term (3 periods a week).

Texts suggested:

Colaw & Ellwood's *Advance Arithmetic* (B. F. Johnson Publishing Co.).

Wentworth's *New School Algebra* (Ginn & Co.).

Milne's *High School Algebra* (American Book Co.).

Taylor's *Elements of Algebra* (Allyn & Bacon).

Well's *Essentials of Algebra* (D. C. Heath & Co.).

SECOND YEAR:

Algebra (5).

Texts suggested:

Same as for first year.

THIRD YEAR:

Algebra completed (5 periods a week during First Term and 2 periods a week during Second Term).

Geometry begun (3 periods a week during Second Term).

Texts suggested:

Algebra—same as for second year.

Wentworth's *Plane and Solid Geometry* (Ginn & Co.).

Well's *Essentials of Plane and Solid Geometry* (Heath).

Milne's *Plane and Solid Geometry* (American Book Co.).

FOURTH YEAR:

Plane and Solid Geometry Completed (First Term, 5 periods a week).

A study of some good higher arithmetic, reviewing such topics and principles as may seem necessary (5 periods a week during Second Term).

Texts suggested:

Beman & Smith's *Higher Arithmetic* (Ginn & Co.).

Robinson's *New Higher Arithmetic* (American Book Co.).

Well's *Academic Arithmetic* (Heath).

HISTORY.

FIRST YEAR:

English History (3).

Texts suggested:

Montgomery's *Leading Facts of English History* (Ginn & Co.).

Higginson & Chauning's *English History for Americans* (Longmans, Green & Co.).

Coman & Kendall's *A Short History of England* (Macmillan).

SECOND YEAR:

Ancient History to 800 A. D.

Texts suggested:

Botsford's *Ancient History for Beginners* (Macmillan).

West's *Ancient World* (Allyn & Bacon).

Myers's *General History* (Ginn & Co.).

Wolfson's *Essentials in Ancient History* (American Book Company).

THIRD YEAR:

Mediaeval and Modern European History (3).

Texts suggested:

Myers's *General History* (Ginn & Co.).

Harding's *Essentials in Mediaeval and Modern History* (American Book Co.).

FOURTH YEAR:

American History and Civics 4, North Carolina History 1.
 Texts suggested:
 Hart's *Essentials in American History* (American Book Co.).
 Adams & Trent's *History of the United States* (Allyn & Bacon).
 Schwinn & Stevenson's *Civil Government* (Lippincott).
 James & Sanford's *Government in State and Nation* (Scribner).

ENGLISH.

FIRST YEAR:

Grammar, Composition and Literature (5).
Grammar and Composition: A review of grammar. Especial attention to the analysis of sentences and the application of the principles of grammar in composition.
 Texts suggested:
 Buehler's *A Modern English Grammar* (Newson & Co.).
 Smith's *Our Language—Grammar* (B. F. Johnson).
Literature: A study of several of the easier classics in American Literature.
 Longfellow—*Tales of a Wayside Inn* and *Evangeline*.
 Irving—*The Sketch Book* (at least five selections).
 Cooper—*The Spy*.
 Whittier—*Snowbound*.
 Kennedy—*Horseshoe Robinson* (University Pub. Co.).

SECOND YEAR:

Composition and Literature (5).
Composition: Short themes throughout the year.
 Texts suggested:
 Maxwell & Smith's *Writing in English* (American Book Co.).
 Lewis's *First Manual of Composition* (Macmillan).
Literature: Homer—*The Odyssey* (some good translation).
 Palgrave's *Golden Treasury* (selections).
 Hawthorne—*The House of Seven Gables*.
 Simms—*Yemassee* (Univ. Pub. Co.).
 Cooper—*The Last of the Mohicans*.

THIRD YEAR:

Composition and Literature (5).
 Texts suggested:
 Lewis's *Second Manual of Composition* (Macmillan).
 Lockwood & Emerson's *Composition and Rhetoric* (Ginn & Co.).
 Blaisdell's *Composition Rhetoric* (American Book Co.).
Literature: For study and practice:
 Shakspere's *Julius Caesar*.
 Webster's *First Bunker Hill Oration*.

FOR READING.

Irving—*The Life of Goldsmith*.
 Coleridge—*The Rime of the Ancient Mariner*.
 Lowell—*The Vision of Sir Launfal*.
 Eliot—*Silas Marner*.

FOURTH YEAR:

Composition, Rhetoric, and Literature (5).
 Texts suggested:
 Lewis's *Second Manual of Composition* (Macmillan).
 Lockwood & Emerson's *Composition and Rhetoric* (Ginn & Company).
 Carpenter's *Rhetoric and English Composition* (Macmillan).
Literature: For Study and Practice:
 Macaulay's *Essay on Addison* and *The Life of Johnson*.
 Milton's *L'Allegro, Il Penseroso, Comus, and Lycidas*.

FOR READING.

Shakspere—*The Merchant of Venice* and *Macbeth*.
 Addison—*The Sir Roger de Coverly Papers*.
 Scott—*Ivanhoe*.
 Tennyson—*Gareth and Lynette, Lancelot and Elaine, The Passing of Arthur*.

LATIN.

FIRST YEAR:

Texts suggested:
 Collar & Daniell's *First Year Latin* (Ginn & Co.).
 Pearson's *Essentials of Latin* (American Book Co.).
 Gunnison & Harley's *First Year of Latin* (Silver, Burdette & Co.).
 Inglis & Prettyman's *First Book in Latin* (Macmillan).

SECOND YEAR:

First Latin book reviewed and some introductory book to Caesar read (5 periods, First Term).
 Caesar begun, Second Term, 2d and 3d Books read (5 periods a week, Second Term).

THIRD YEAR:

Caesar, Books 1 and 4, Composition and Grammar (5 periods a week during First Term; Cicero, 4 Orations against Cataline, Composition and Grammar (5 periods a week during Second Term).

Bennett's Latin Grammar (Allyn & Bacon) is recommended as one of the best for high school students.

FOURTH YEAR:

Virgil's *Aeneid*, 6 Books; Composition and Grammar (4 periods a week during the year).

GREEK.

FIRST YEAR:

Beginner's Greek (4 periods a week during the year).
 Texts suggested:
 White's *First Greek Book* (Ginn & Co.).
 Ball's *The Elements of Greek* (Macmillan).
 Benner & Smyth's *Beginner's Greek* (American Book Co.).

SECOND YEAR:

Grammar, Composition, and 4 books of the Anabasis.
 Texts suggested:
 Babbitt's *Greek Grammar* (American Book Co.).
 Hadley-Allen's *Greek Grammar* (American Book Co.).

SCIENCE.

FIRST YEAR:

Introduction to Science (3).
 Holton's *Real Things in Nature* (Macmillan).

SECOND YEAR:

Physical Geography (3).
 Texts suggested:
 Tarr's *New Physical Geography* (Macmillan).
 Redway's *Elementary Physical Geography* (Scribner).
 Dryer's *Lessons in Physical Geography* (American Book Company).

THIRD YEAR:

Physics 3, or Commercial Geography 3.
 Texts suggested:
 Higgins's *Lessons in Physics* (Ginn & Co.).
 Redway's *Commercial Geography* (Scribner).

FOURTH YEAR:

Physics 3, or Agriculture 3, or Botany.
 Texts suggested:
 Carhart and Chute's *High School Physics* (Allyn & Bacon).
 Gage's *Elements of Physics* (Ginn & Co.).
 Nichol's *The Outlines of Physics* (Macmillan).

The Out-of-Door Boy

The out-of-door boy is the fellow for me,
 Who finds a companion in mountain and sea;
 Who likes to go camping, who likes to be near
 His good mother nature thro' all the long year.
 Who never complains when a rough spot is met,
 Whose flag at the masthead of honor is set;
 Who's strong in his labor and strong in his play,
 Who has an ambition to better each day.

The boy who loves nature and all that she lends,
 And with all creatures living is bound to be friends,
 He may be a huntsman or fisher, and still
 Be prince of the river and king of the hill.
 The out-of-door boy is the fellow for me,
 Who betters his pastimes whatever they be.
 May he grow in his numbers till every boy
 Is an out-of-door scholar, partaking its joy.

—Selected.

To Autumn

Season of mists and mellow fruitfulness,
 Close bosom-friend of the maturing sun;
 Conspiring with him how to load and bless
 With fruit the vines that round the thatch-eaves run;
 To bend with apples the moss'd cottage-trees,
 And fill all fruit with ripeness to the core;
 To swell the gourd, and plump the hazel shells
 With a sweet kernel; to set budding more,
 And still more, later flowers for the bees,
 Until they think warm days will never cease,
 For Summer has o'er-brimm'd their clammy cells.

—Keats.

HOW TO BEGIN A CLASS IN ARITHMETIC

By E. C. BROOKS

It is generally conceded in North Carolina that formal arithmetic should not be begun in the first grade. What is taught here should consist largely of counting incidentally, measuring and comparing objects.

When the five or six-year-old child enters school he knows how to count at least as far as ten, and many will know how to count to one hundred. He has been handling objects and knows something about the relation of sizes. He knows from experience that three apples are more than two apples, although he may not know how to write the figure 3 or the figure 2.

As the child counts, he should be taught to see the relation of one number to another. By presenting numbers in this manner, counting becomes the first and simplest form of addition and subtraction.

In the second year the child is ready to begin some formal work.

In the following exercises the teacher should precede each written lesson with an oral drill, using objects such as are commonly found in or near the school to illustrate the exercise. The recitation period should be devoted to oral exercises almost entirely. The teacher then should copy the written work on the board, and require the class to copy on slate or tablet and find the results. At the beginning of each recitation, previous exercises should be reviewed orally—until the class thoroughly knows at sight each step taken.

I. EXERCISE.

Count to ten. Count five books; eight window panes; five pencils; eight pieces of chalk; six sticks; four boys; three girls; one book; seven hats; six pencils; nine window panes; two desks.

Bring me three sticks; five beans; four grains of corn; one eraser; seven pieces of chalk; six books; nine pencils; eight sticks; two pencils; ten pieces of chalk.

2. EXERCISE.

Writing numbers. I take a book in my hand. How many do I hold up? (Write the answer each time on the board and require the child to write it.) I take another book. How many do I hold up? Take three pencils. How many pencils do I hold up? Take four pieces of chalk. How many do I hold up? In this way count and write to ten.

Write the numbers in a column, thus:

1
2
3
4
5

6
7
8
9
10

How many figures do you use when you write the number ten? How many figures do you use when you write each number to nine?

3. EXERCISE.

Review Exercise 1, requiring the children to write the figure when they count the number.

4. EXERCISE.

I hold one pencil in my hand. How many do I take to make it 2? How many do I add to 2 to make it 3? How many do I add to 3 to make it 4? Count in this manner to ten.

Which is the greater, one or four? (Illustrate with objects if the question is not answered readily.) Six or two? Eight or five? Three or one? Five or four? Nine or eight? Ten or three? Seven or nine? Six or two?

5. EXERCISE.

Combinations that make two and three.

Oral. Bring me 2 pencils. Take one in each hand. How many in each? How many are 1 and 1? Write on the board:

$$1 + 1 = 2 \text{ (read 1 and 1 are 2).}$$

Teach the child that the sign + means *and*, = means *are*.

Bring me three pencils. Take 2 in one hand and 1 in the other. How many in each? How many are 2 and 1? Write on the board:

$$2 + 1 = 3 \text{ (read 2 and 1 are 3).}$$

Written. Write the following exercises on the board and require the class to copy at their seats, writing the answer in place of the dots. Let each child take objects, such as pencils, chalk, splints, etc., and find the results for himself.

$$\begin{aligned} 1 + 1 &= . \\ 1 + 2 &= . \\ 2 + 1 &= . \end{aligned}$$

6. EXERCISE.

Combinations that make 4 or less.

Oral. Review exercise above.

Follow the plan of Exercise 5, and show how many are 3 and 1, 1 and 3, 2 and 2.

Written. Write the following exercise on the board as in Exercise 5.

$$\begin{aligned} 3 + 1 &= . \\ 1 + 3 &= . \\ 2 + 1 &= . \\ 2 + 2 &= . \\ 1 + 1 &= . \end{aligned}$$

7. EXERCISE.

Combinations that make 5 or less.

Oral. Review Exercises 5 and 6.

Follow plan in Exercises 5 and 6, using objects in the room to develop the combinations that make 5.

Written. Write the following exercise on the board, and continue as directed above.

$$\begin{array}{ll} 4 + 1 = . & 3 + 1 = . \\ 1 + 4 = . & 1 + 1 = . \\ 3 + 2 = . & 2 + 3 = . \\ 2 + 2 = . & 2 + 1 = . \end{array}$$

8. EXERCISE.

Combinations that make 6 or less.

Oral. Review Exercise 7.

Follow plan in Exercises 5 and 6, using objects in the room to develop the combinations that make 6.

Written. Write the following exercise on the board and continue as directed above.

$$\begin{array}{ll} 5 + 1 = . & 4 + 1 = . \\ 1 + 5 = . & 3 + 2 = . \\ 4 + 2 = . & 2 + 2 = . \\ 2 + 4 = . & 2 + 3 = . \\ 3 + 3 = . & 2 + 1 = . \end{array}$$

9. EXERCISE.

Combinations that make 7 or less.

Oral. Review Exercise 8, and follow plan for developing the combinations that make 7.

Written. Copy on the board:

$$\begin{array}{ll} 6 + 1 = . & 3 + 4 = . \\ 1 + 6 = . & 5 + 1 = . \\ 5 + 2 = . & 4 + 2 = . \\ 2 + 5 = . & 3 + 3 = . \\ 4 + 3 = . & 3 + 2 = . \end{array}$$

10. EXERCISE.

Combinations that make 8 or less.

Oral. Review Exercise 9, and follow usual plan for developing the combinations that make 8.

Written. Copy on the board:

$$\begin{array}{ll} 7 + 1 = . & 6 + 1 = . \\ 1 + 7 = . & 5 + 2 = . \\ 6 + 2 = . & 4 + 3 = . \\ 2 + 6 = . & 3 + 3 = . \\ 5 + 3 = . & 3 + 2 = . \\ 3 + 5 = . & 2 + 2 = . \\ 4 + 4 = . & 4 + 2 = . \end{array}$$

11. EXERCISE.

Combinations that make 9 or less.

Oral. Review Exercise 10, and follow usual plan for developing the combinations that make 9.

Written. Copy on the board:

$$\begin{array}{ll} 8 + 1 = . & 4 + 5 = . \\ 1 + 8 = . & 6 + 2 = . \\ 7 + 2 = . & 5 + 3 = . \\ 2 + 7 = . & 4 + 4 = . \\ 6 + 3 = . & 5 + 2 = . \\ 3 + 6 = . & 4 + 3 = . \\ 5 + 4 = . & 3 + 2 = . \end{array}$$

12. EXERCISE.

Combinations that make 10 or less.

Oral. Review Exercise 11. Follow the usual plan for developing the combinations that make 10.

Written. Copy on the board:

$$\begin{array}{ll} 9 + 1 = . & 3 + 7 = . \\ 1 + 9 = . & 6 + 4 = . \\ 8 + 2 = . & 4 + 6 = . \\ 2 + 8 = . & 5 + 5 = . \\ 7 + 3 = . & 5 + 4 = . \end{array}$$

13. EXERCISE.

Review:

$$\begin{array}{lll} 2 + 1 = . & 6 + 1 = . & 7 + 2 = . \\ 3 + 1 = . & 5 + 2 = . & 6 + 3 = . \\ 2 + 2 = . & 4 + 3 = . & 5 + 4 = . \\ 4 + 1 = . & 7 + 1 = . & 9 + 1 = . \\ 3 + 2 = . & 6 + 2 = . & 8 + 2 = . \\ 5 + 1 = . & 5 + 3 = . & 7 + 3 = . \\ 4 + 2 = . & 4 + 4 = . & 6 + 4 = . \\ 3 + 3 = . & 8 + 1 = . & 5 + 5 = . \end{array}$$

(To the Teacher.—The table in Exercise 13 should be reviewed orally each day and the class should learn it as accurately as the multiplication table later).

[TO BE CONTINUED.]

Questions for Teachers' Meetings

1. Tell something of the beginning and growth of Normal Schools in this country.

2. About what per cent of a teacher's salary should go into working material, such as educational journals, books, charts, teachers' meetings, etc.?

3. How much pure air is needed per hour for each pupil? What per cent of impurity in air is dangerous?

4. What is the normal temperature of a healthy adult?

5. About what should be the temperature of the schoolroom?

6. Give some suggestions as to provisions for protecting pupils' eyesight.

7. Give some suggestions as to the value of collections, by children, to illustrate Geography, Natural History or observation work. How do you think such collections can best be made and preserved? (For your own school).

8. Do you own a dictionary? Have you taught your pupils to use it so they can determine sounds and accents?

9. Are you making any effort to secure a small collection of books for your school?

10. What have you done in the way of creating a taste for good pictures among your children?—*American Journal of Education.*

All true work is sacred; in all true work, were it but true hand-labor, there is something of divineness.—*Carlyle.*

A LESSON IN CIVIL GOVERNMENT

THE STATE.

I. THE LEGISLATIVE:

- (a) Named the General Assembly.
- (b) Composed of two Houses.
 1. Senate.
 2. House of Representatives.

II. THE EXECUTIVE:

- (a) Governor and Lieutenant-Governor.
- (b) Council.
 1. Secretary of State.
 2. Treasurer.
 3. Attorney-General.
 4. Superintendent Public Instruction.
 5. Auditor.

(Other departments added but not included in the Council):

1. Department of Agriculture.
2. Insurance Commissioner.
3. Historical Commissioner.
4. Board of Internal Improvements.

III. THE JUDICIAL:

- (a) Supreme Court.
- (a) Superior or District Court.
- (c) Magistrate's or Mayor's Court.

THE NATION.

I. THE LEGISLATIVE:

- (a) Named Congress.
- (b) Composed of two Houses.
 1. Senate.
 2. House of Representatives or Representatives in Congress.

II. THE EXECUTIVE:

- (a) President and Vice-President.
- (b) Cabinet.
 1. Secretary of State.
 2. Secretary of Treasury.
 3. Attorney-General.
 4. Secretary of Interior.
 5. Secretary of War.
 6. Secretary of Navy.
 7. Postmaster-General.
 8. Secretary of Agriculture.
 9. Secretary of Commerce.

III. THE JUDICIAL:

- (a) Supreme Court.
- (b) Circuit Court.
- (c) District Court.
- (d) Commissioner's Court.

The State government was established first. Its history dates back to the early charter governments when the people were first organized into little governments immediately after they settled in the different sections of this continent. When the Revolutionary War ended there were thirteen of these separate states, each with its own government. Each had its legislative, executive and judicial departments. These thirteen separate states, practically independent of each other, came together and organized a general government, the object and purpose of which were expressed in the agreement known now as the Federal Constitution. This new government, of which each State was to form a part, was organ-

ized after the manner of the State governments, as the parallel above shows. Each department of the State government had certain jurisdiction and each was to be independent of the other. Each department of the Federal government had certain jurisdiction and each was to be independent of the other. The State government had certain jurisdiction and the Federal government had certain jurisdiction, and it was outlined in order that the officers of the two should not conflict at any time.

These different departments will be discussed and paralleled in subsequent issues of the JOURNAL.

The Power of Music

The influence of music is clearly illustrated in the following story taken from the *Pennsylvania School Journal*:

There was a "block" among the teams in a prominent business street. A herd had been overturned, and several coal carts were stopped by a load of lumber, which, having succeeded in stationing itself across the thoroughfare, was unable to move farther. Moreover, every man among those barricaded had lost his temper, and swearing was the order of the hour. Suddenly, oh, cheerful sound! a lively street band began to play, and the temper of the crowd changed as if by magic. The horses stood no longer in peril of

dislocated necks, through the jerking and pulling of their irate drivers; the execrations ceased. Each man settled back in his cart to listen. After a Strauss waltz and a spirited march, the band moved on, and then it became apparent that the audience had experienced a marvellous change. "Will I give ye a lift, Mick?" called one, to the driver of the lumber cart, jumping down to put his shoulder to the wheel. "It's a big load ye've got."

Try it in the schoolroom sometime when everybody is tired, when the flies are bad, when the lessons are a burden and the teacher is fast losing her sweet disposition. A good song will sweeten the whole room.

Attendance in Warwick School

By MISS SALLIE K. RONEY.

At the request of the county superintendent I will, for the benefit of the JOURNAL readers, tell how I increased the attendance in the Warwick school last year. I was requested by the county superintendent to go into the district a few days before the date for the school to open. I was also told that the committee was instructed to pay me a dollar a day for all the work that I could do, not to exceed three days, before the school opened. Mr. Warwick, the chairman of the committee, with whom I was to board, had been a school teacher in his younger days, and he told me how he used to take his horse and buggy and travel over several counties, trying to persuade people to send their children to his school, which was a pay school. It was his opinion that public school teachers should take as much interest in the school as private teachers used to do.

On Thursday morning before school was to open on Monday, Mr. Warwick gave me his horse and buggy and sent his little boy along to show me the way. After driving for about a half mile I came to a large house. I stopped, introduced myself and told my business. They were glad to see me and insisted on my coming in and spending the morning. When I told them it was my purpose to visit every patron in the district, they encouraged me, but said it was something new. I remembered what Mr. Warwick told me and replied that it was not new, but that the public school teachers had never got in the habit of doing it. These were friends of education and were preparing to send in Monday. The next stop was in front of a one-room frame house. My census report showed six children of school age. The mother was ironing. I introduced myself and told my business. The children were all picking cotton. The good mother said that she had heard a lady had been elected to teach the school, but she had forgotten who it was and when the school was to begin. I told her that I was the teacher, that I would begin on Monday morning and that I desired all her children to enter the first day. I tried to tell her how very important it was for them to be there the first day. She said that they were not through picking cotton and she was afraid they could not come under two or three weeks. Then she opened the back door and showed me her husband and the children at work in a field back of the house, and remarked that I might see her husband about it. I drove down where they were at work. Her husband was a very ignorant man, but he was much pleased at my interest in his children and promised me that four of them should enter on Monday morning. And they came.

I continued all day Thursday and Friday. I visited every home in the district. I found some, but only a few, who were preparing to send in the first day. I found others who, like the case men-

tioned above, did not know that school was to begin on Monday. Many did not know the name of the teacher, but all, without exception, treated me cordially, were glad to see me, and promised to send either all or part the first day.

On Saturday morning Mr. Warwick got six boys in the neighborhood to go with me to the school and we cleared the grounds. An old negro woman was hired to scour the floor and when Monday morning came we were ready to open school. We had 54 pupils the first day, and the second week the number increased to 61 and the superintendent gave me an assistant. There was only one room, but many of the classes were heard outdoors until a small room could be added. I believe the three days spent in the district before school opened were worth more to the school than any other like number. I have never taught in a community where the parents took more interest. I will say that I did not stop visiting the parents, but whenever a child was absent, if I could not reach the home in any other way, I borrowed Mr. Warwick's horse and buggy and went on a visit. The people appreciated it, I enjoyed it, and I believe the school prospered from it.

I believe that more time is lost to the teacher on account of poor attendance than through any other way. Children who were classified together when school closed the previous year do not all enter together when the school opens, and the teacher must make new classes, in order to keep from making the parents mad. In this way the number of recitations increases to such a degree that it is difficult for the teacher to do good work. A great deal of this was avoided last year by my spending three days before school opened, visiting the parents and preparing the building for the opening.

The best disciplinarian in the school room is interest in the work. The pupil who is thoroughly interested in his studies need have no rules for governing him. So long as he is thoroughly interested his conduct will be satisfactory. The teacher who knows best how to interest her pupils and keep them interested has least trouble with discipline and least complaint about order. Order and discipline will take care of themselves if the pupils can be wholly interested in their studies. The teacher's problem is how best to secure and hold the interest of the child.—*Missouri School Journal*.

The dull boy is often the stuff from which earnest, honest, faithful, untiring and well-balanced men are made. And if he lacks strength and keenness of intellect he may at least enrich society with finer gifts, the beauty of life, the purity of manhood, the sublimity of character, that charm, refine and ennoble the race."—*Supt. D. A. Harman, Hazleton, Pa.*

English in Fifth and Sixth Grades

Those who have found it difficult to interest children in the fifth and sixth grades in English will find suggestions from this outline of oral and written composition and reading by Miss Myrtle M. Duke, of Ridgely, Md., which appeared in the *Atlantic Educational Journal*:

I. SUBJECTS FOR ORAL COMPOSITION.

FIFTH YEAR.

1. Some beautiful fall roses have been sent to the poor children in the city. Give one of the roses a name. Use that as the title of a story in which the rose tells what happened to it after it reached the city.

2. Read Longfellow's "The Emperor's Bird's Nest" to the separate class. Let them tell the story of the poem.

3. The Red, White and Blue. Discuss the meaning of the colors of the flag. This will give opportunity for original ideas and fancies, although the thought will naturally center around the three ideas, Courage, Purity, and Truth. Work out in three clear-cut topics. These will arrange themselves in paragraphs should this oral class work be followed by written work.

4. The Ethical Lesson, Cheerfulness. Announce the topic and ask pupils to gather material relating to it. This material may consist of proverbs, quotations, poems, fables, stories, pictures, incidents observed. In this way it is possible to secure varied expressions of the topic in both an abstract and concrete form and at the same time to allow play for the principle of the self-activity of the pupils.

5. "Hiawatha arose with the sun and went forth into the forest." Imagine some of the adventures that befell him. Tell one.

SIXTH GRADE.

1. Conversation between Perseus and King Polydectes—The Gorgon's Head, Hawthorne.

2. A conversation between George Washington and Betsy Ross, regarding the making of a flag for the country.

II. SUBJECTS FOR WRITTEN COMPOSITION.

(Note.—After the oral work that has been suggested, written work might follow on the same topics).

FIFTH YEAR.

1. Describe Grandfather's Chair, Hawthorne, Chapter I.

2. Write a composition on "The Stars and Stripes," using the following outline:

(a) Compare the flag of today with that of Washington's time.

(b) Tell what the stripes stand for.

(c) Tell what the stars stand for.

(d) State when and how a change in the flag can be made.

3. Write a letter to a cousin telling her that your brother has promised to take you to Fairmont Park on the coming Saturday and that he invites her to go, also.

SIXTH GRADE.

1. Write a review of Hawthorne's *Wonder Book*, following this outline:

(a) Why so called.

(b) The author.

(c) The different stories.

(d) The details of one of the stories.

(e) Compare with true stories.

2. Write a letter to a classmate who is detained at home. Let it be a bright and interesting report of what has gone on in school during his absence.

3. Elias Howe, the inventor of the sewing machine. The following outline may be suggested:

(a) Boyhood. (b) Training. (c) His dream.

(d) First idea of a machine to imitate the action of the human fingers in sewing.

(e) The first sewing machine.

(f) His attempts to introduce it into this country.

(g) His trip to London.

(h) His perseverance. (i) His reward.

4. Follow the history lessons on "The Growth of New York City," with written compositions on the lessons.

5. Write in dialogue form the final scene of *The Three Golden Apples*, in which Hercules meets the giant Atlas and succeeds in getting the three golden apples.

III. SUBJECTS FOR READING LESSONS.

FIFTH YEAR.

1. Longfellow's *The Poet and His Songs*, *The Children's Hour*, *The Wreck of the Hesperus*, *The Psalm of Life*.

Whittier: *The Poet and the Children*.

Longfellow: *Hiawatha*.

Let the class study the poem as a whole, rather than selected portions. In connection with this work give the pupils an idea of what this land was like when the Red Rose reigned supreme; trace the various changes that have taken place since that time; give a general idea of the position and condition of the Indian of today.

SIXTH GRADE.

1. Hawthorne's *Wonder Book*. There should be a preliminary talk about the mythological characters and their beliefs and actions.

2. *Poems of American Patriotism*, by Brander Matthews. These correlate well with the history and will add interest to the various topics when presented.

Dare to do right! Dare to be true!
The failings of others can never save you;
Stand by your conscience, your honor, your faith;
Stand like a hero and battle till death.

—Wilson.

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Volume II. SEPTEMBER. Number 1.

Fifty-one local tax districts have been established since June 1st.

Query: Should every teacher, whether public or private, be licensed by the State?

It would be worth the trip to Boone to hear the teachers sing "The North Carolina Hills."

The census should be in the hands of the teachers before school opens. Read the law on this point.

The school house and grounds should be put in order before school opens. The interest should not stop here.

High school teachers should study the high school questions printed elsewhere. Let your pupils try them.

Will you visit the parents this year before your school opens? They might be led to see that it is worth while to send their children the first day.

The Rockingham County Institute had 98 teachers present the first day. They seem to know Superintendent Hayes' way of doing business.

Be honest about it, now; do you know any more at the beginning of this term than you did at the close of your last school? Have you any new life to take back into the schoolroom?

Superintendent Joyner says that over half the counties of the State now employ county super-

intendents for their whole time. This is progress. Now let the other half do likewise.

What has become of last year's register? It should contain a record of each class. This record could be of great assistance to you in organizing your work. Each register has a place for the record of each class.

Cullowhee is the educational center for the southwestern mountain counties. When the history of the educational awakening of the trans-mountain counties are written the story of the work of Cullowhee and Boone will be told.

Missouri has repealed her State uniformity text-book law and substituted county uniformity. All books are to be selected by a board composed of the county superintendent and four qualified persons, two of whom must be teachers of recognized ability.

When will teachers learn that most recommendations do not recommend; that school boards and superintendents do not pay much attention to stock recommendations. Scholarship, successful experience and a few friends are the chief requisites in getting a position.

Study the books in the rural libraries. Do you know how they may be used to advantage in the schoolroom? Do you really know what these books contain? Your history, geography, literature, reading and nature work may be greatly improved if you know how to use the library in connection with these subjects.

The following counties held institutes this summer: Alexander, one week; Martin, two weeks; Wilson, two weeks; Forsyth, two weeks; Rockingham, two weeks; Transylvania, one week; Cleveland, two weeks; Moore, two weeks; Watauga, two months; Jackson, two weeks.

The Appalachian Training School had over 200 teachers attending the summer school. The summer term runs two months and the teachers do hard work. The State never made a better investment than when it gave an opportunity to these mountain girls and boys to go to school. The larger number of the teachers in about ten counties receive practically all their training from this school.

The Normal and Industrial College is doing a good thing when it recognizes the worth of public school teachers who have achieved distinction in their respective departments. Supt. J. A. Matheson, formerly of the Durham schools, as Professor of Pedagogy and head of the practice school; Misses Sue Nash and Etta Spier, of the Goldsboro city schools, and Miss Ione Dunn, of the Durham city schools, are teachers of recognized ability; and the best teachers of the State should train teachers for the schools of the State.

City schools, take notice! The statement is made that in many counties the County Superintendent and their teachers take more interest in the improvement of schoolhouses and grounds than the city superintendents and their teachers. In three-fourths of the counties of the State there are associations for the improvement of the rural schools, but the statement is made that in only a few cities will you find associations for the improvement of city schools. The county schools are improving the grounds by planting trees, grading and laying off walks, but the city schools are negligent of these important things. Why should not the teachers of every city school form a school improvement association?

The News and Observer Educational Edition of August 11 should be read by every teacher. It shows that

(1) There are 1,659 rural libraries in the State containing 132,720 volumes.

(2) There were 433 new school houses built last year.

(3) Five years ago not a single county employed a county superintendent for his whole time, but that 51 counties have almost reached that desired stage.

(4) The salary of the county superintendent has been doubled within the past four years.

(5) Four hundred and forty-eight thousand, six hundred and ten dollars were raised by special local taxation last year.

(6) There are 504 local tax districts in the State.

(7) One hundred and two districts voted the tax last year.

(8) The average length of the public school term is 94 days—nearly five months.

(9) The minimum salary law for the holder of State certificates is \$35 a month, and for high school certificates it is \$40 a month.

Education a "Necessary Expense"

There is a fine public school spirit in Rockingham county. The people believe in the public schools. In accordance with the State Superintendent's instructions, County Superintendent Hayes appeared before the county commissioners and requested an additional two-cent levy in order to provide a fund sufficient to run a good four months' term. The board at once levied the tax. Education in Rockingham county is a "necessary expense." This, however, is not the whole story. The assessment in Rockingham was raised this year, taxes were raised. The good people are trying to improve their roads, they are building a new courthouse. In fact, there is progress all along the line. It was the opinion of many, however, that the county should not undertake to pay for these improvements all in one year. Many appeared before the board and asked that the full levy as originally made be graded and extended over a longer term, thus reducing the amount of each year. The story, however, does not stop here. It was specifically stated that no reduction be made in the school tax. "Let that remain as it is for it is not even high enough," and it did remain. Superintendent Hayes says that Rockingham county is about ready to levy a tax on the entire county for a six or an eight months' term. There is no danger of too much education tearing up the political parties of old Rockingham.

Fraudulent Use of the Mails

Dearly beloved, have you received a degree this year from an unknown institution in a far distant State? Do you know that many impious and undegreed persons charge you with paying a small fee for that little piece of sheepskin? The president of a certain undefined university, whose equipment consisted solely of a roller top desk and blank diplomas, is now in the penitentiary for beguiling from you that \$10. Let me beseech you, O most reverend, grave and potent seniors, not to accept a degree unless you have worked at least a few hours for it. You might aid another university president, whom you never heard of before, and who never heard of you or your work except through some teachers' directory, in breaking into the penitentiary. Such an ending is so sad—this gratuitous degree, this open penitentiary! Let the ministers take note also. Don't use the mails for fraudulent purposes.

Franklin County Case

Section 3, Article IX of the Constitution of North Carolina requires one or more public schools to be maintained at least four months in every school year in every school district, and makes the county commissioners liable to indictment for failure to comply with this requirement. This, I believe, is the only section of the Constitution imposing a penalty for a failure to obey it. Section 4112 of the school law, which was enacted by the General Assembly nearly twenty-five years ago and has remained in the body of the school law ever since, directs the county board of education annually to make an estimate of the amount of money necessary to maintain the schools for four months, and submit it to the board of county commissioners; and requires the commissioners to levy a special tax sufficient to support a public school in every district for a period of four months, in case the tax received from all other sources is insufficient.

In 1885 the commissioners of Sampson county, in obedience to this clause of the Constitution and this statute of the General Assembly, levied a special tax for the support of a four-months school. They were enjoined from levying and collecting the tax. The case was carried to the Supreme Court and is known as *Barksdale v. The Commissioners of Sampson County*. The court held in this case that the special tax could not be levied and collected, because it was in excess of the constitutional limit of State and county taxation of 66 2-3 cents on the hundred dollars' worth of property and \$2.00 on the poll, fixed by Sec. 1, Art. V of the Constitution, holding that this limit of taxation could not be exceeded except for necessary expenses, and that a four-months school was not a necessary expense. In this case, Judge Merriman filed a very strong dissenting opinion; the other two members of the court were Judge Smith and Judge Ashe. This decision of the Supreme Court has ever since stood in the way of levying a sufficient tax to provide a four-months school in every district in every county, and, to that extent, has been an obstacle to the progress and development of our public school system. In 1901 the State undertook to provide for a four-months school by making a special appropriation of \$200,000, \$100,000 of which was to be used specifically to aid weak districts. In order to provide a four-months school, even with the aid of this special State appropriation, it has been necessary to limit the salary of teachers, the building fund, the salary of superintendents, etc.; and even then the demands for the funds have exceeded the appropriation from \$20,000 to \$30,000 each year.

Since 1885 the Constitutional Amendment, requiring an educational qualification for suffrage, has been adopted; the public demand for education in North Carolina, and in all the civilized world, has become insistent; public sentiment in this State on this subject has been revolutionized;

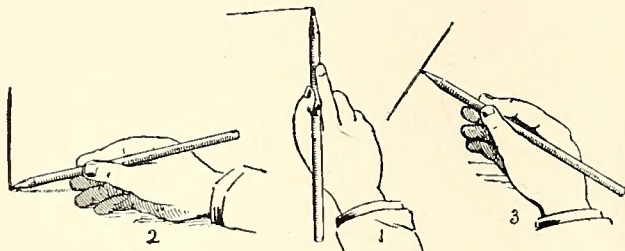
the ability of the State to meet the demand and provide at least a four-months school in every district has greatly increased, and can now be no longer doubted by any observer of the State's rapidly increasing wealth and wonderful industrial improvement. Since 1885 the Supreme Court of North Carolina has held public streets, water works, electric lights, and other necessities of modern civilization, to be necessary expenses, for which a special tax could be levied in excess of the constitutional limit of 66 2-3 cents.

Believing that, under these changed conditions, a four-months school in every school district is now a necessity, whether it was in 1885 or not; and believing that the Supreme Court would now so hold and would be justified in overruling the *Barksdale* case, since a necessary expense is inevitably a variable quantity, varying according to the demands of the age and civilization and the ability of the people to meet those demands, the State Superintendent of Public Instruction instructed the county boards of education of all counties, failing to have sufficient funds to provide a four-months school, to submit to the board of county commissioners, on or before the first Monday in July, 1907, an estimate of the additional amount of money necessary to provide such a school, and demand the levying of a special tax sufficient to raise this amount.

Several counties levied this tax. Franklin county was selected to make a test of the principle and have it settled for the entire State. The commissioners of that county promptly levied a special tax in excess of the constitutional limit sufficient to provide a four-months school. They were enjoined. Hon. F. S. Spruill represents the commissioners; Hon. R. B. White represents the county board of education; and ex-Gov. Charles B. Aycock has been employed to appear with these in support of the tax. Mr. W. H. Ruffin represents the plaintiffs asking the injunction. The case was argued before Judge Cook, of the Superior Court, who dissolved the injunction. This means that Judge Cook holds the special tax to be constitutional. An appeal has been taken, and the case will be argued before the Supreme Court at the approaching fall term. It is confidently believed that the Supreme Court will hold with the lower court, and that the principle will be fixed forever that a four-months school in every district, as enjoined by the Constitution and the law of North Carolina, is a necessity for which a special tax, in excess of the constitutional limit of 66 2-3 cents on the hundred dollars' valuation of property and \$2.00 on the poll, may be levied if necessary. Such a decision would remove one of the chief obstacles in the path of the progress and development of the public school system of the State, and would open the way for every county to have as good a four-months school in every district as its people desire and deem necessary. Any thoughtful friend of education will see at a glance how far-reaching the settlement of such a principle would be.

SUGGESTIONS FOR TEACHING DRAWING*

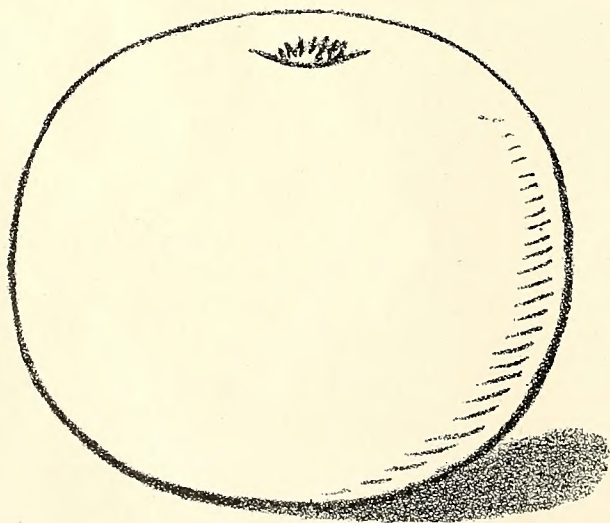
Seven years ago the State Board of Education adopted a series of books on drawing. Practically all of the larger city schools have introduced this subject in their grade work, but only a few of the rural schools have advanced in this direction. Drawing is one of the most important modes of expression. It is of great value in the schoolroom, and the rural teachers should give it more serious consideration. The State has



adopted the Webb and Ware system of drawing, which is very simple and can be readily learned by any teacher. The course in form study and drawing is a systematic, progressive and logical presentation of the subject, every part of which has stood the test of the schoolroom. The suggestions given here are taken from the Webb and Ware system.

Position for Drawing.—The child should sit squarely in front of his desk in a comfortable position, with feet flat on the floor and with his body inclining slightly forward from the hips.

Both arms should rest slightly upon the desk



in such position as to enable the hand holding the pencil to move freely in any direction.

It is well for the teacher in the beginning to look after the matter of position closely, as upon it will depend, in a large measure, the ability of the children to draw freely.

The practice paper or drawing book should be

flat on the desk, the lower edge parallel with the front edge of the desk.

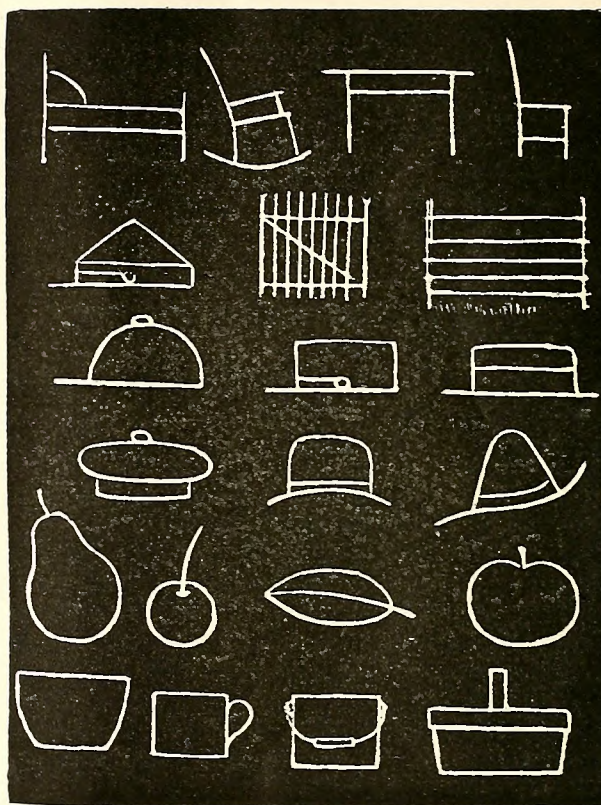
Pencil Holding.—The hand should hold the pencil lightly and far enough from the point to admit of its being seen when the body is in correct position.

The best results are secured with pencils held from two to four inches from the point.

All lines should be drawn without turning book or paper.

The pencil should be held at right angles to the line being drawn (see illustration).

In drawing horizontal lines the point of the



pencil should be seen over the thumb and forefinger (Fig. 1.).

In drawing vertical lines the hand is rolled over on the knuckles until the palm is visible (Fig. 2.).

Direction of Lines.—Horizontal lines should, as a general rule, be drawn from the left toward the right; vertical lines, from the top downward; and oblique or slanting lines may be drawn beginning at either end, depending upon whether they are more nearly horizontal or vertical.

Large Drawings.—In all general practice the drawings should be made large—as large as the space or the page or practice sheet will permit.

Making large drawings compels a freer movement as well as lighter lines in sketching.

Children undirected make very small drawings and strong, harsh lines. These tendencies can be

*See Webb and Ware's Practical Drawing Teacher's Manual for Part I. Use Drawing Book, Part I, in hands of pupils. Subject: A Square, Figure 1.

and should be overcome, by the teacher's seeing that all drawings are made large.

Pupils advance more rapidly by making large drawings, and the results are in every way more satisfactory.

The above drawing shows the size the pupils work should be on the page of the book or on practice paper.

Work for One Lesson.—As a general rule, not more than one object should be studied and drawn at a lesson. The figure or object to be drawn should first be studied by the entire class. It may then be drawn on practice paper by all pupils or on the blackboard by some and on practice paper by others. When good results have been obtained after constant practice, the entire class should proceed to draw it in their books as a record of their best thought and effort. No pupil should be permitted to draw ahead of the class.

Drawing lessons in the primary grades should be from fifteen to twenty minutes. In many schools drawing is alternated with writing, the class drawing one day and writing the day following.

Easy Blackboard Drawings.—These outlines are so simple that scarcely no instruction is necessary. They should be practiced by the children until they can be made quickly from memory.

NOTE.—In the October number Prof. A. C. Webb, Supervisor of Drawing of the Nashville City Schools and one of the authors of Webb and Ware's Practical Drawing, will begin a series of illustrated articles on the subject of drawing, running for several numbers.

Teachers Receiving Five Year Certificates

The following teachers stood the State examination and received certificates which entitle them to teach in any county of the State at a minimum salary of \$35 a month for five years:

Miss Mamie Lee Avent.....	Raleigh
Miss Lucy Barrier.....	Salisbury
Miss Zelma Bland.....	Burgaw
Miss Katherine Boege.....	Whiteville
Mr. M. F. Bumgarner.....	Wilkesboro
Mrs. T. W. Costen, Jr.,.....	Sunbury
Miss Annie D. Hand.....	Burgaw
Miss Myra Hunter.....	Brinkleyville
Mr. Norfleet Hunter.....	Oxford
Mrs. Sallie E. Jones.....	Lawndale
Miss Massah E. Lambert.....	Asheboro
Miss Huldah Latta.....	Oxford
Miss Maggie May Mitchell.....	Reidsville
Miss Lelia Moring.....	Sunbury
Mr. P. H. Nance.....	Farmington
Mr. R. F. Penry.....	Winston-Salem
Miss Clara Smyre.....	Lincolnton
Miss Fannie R. Phelps.....	Scotland Neck
Miss Edna Watkins.....	Caswell
Mr. A. C. Weatherly.....	Gorman
Miss Elizabeth Kelly.....	(No address)
Miss Annie Clegg.....	Carthage
Mr. M. S. Beam.....	Henry, Lincoln County
Mr. M. P. Jennings.....	Elizabeth City

The Personality of a Great Teacher

There is no more interesting page in history than that which tells the story of the great teachers. They created the very centers of learning and depended not on kings and nobles for their support, but on the truth they taught and the enthusiasm which they evoked. It was their ability and personality which made knowledge lovable, and by which they imparted it to those whom they had taught to love them. As the Apostles at Emmaus found their hearts burn within them as Christ spoke, so the student feels the personality of the true teacher, who can never part from a pupil without feeling that some of his life has gone from himself and entered into the pupil's life. It was this that made Plato the worthy disciple of Socrates, gave St. John the insight into his Divine Master, and made Suarez the expositor of St. Thomas Aquinas. Great teachers, rather than great schools, attract men. We remember what was taught rather than how or where it was taught. The greatest teachers have, as a rule, been reverent, moral, and religious.

Noble men and women in all ages have consecrated themselves as the teachers of youth; like the apostles, they have been the "salt of the earth and the light of the world," the benefactors of mankind, and their names are in benediction. Like a great army they move, scattering throughout the world the blessings of education. They should never lose sight of the fact that faith is the foundation stone of all character, and that instruction should lead to the good and the true, as made known to us by God. The teacher or system which weakens the religious beliefs of youth, unfastens life from the moorings to which it clings or draws even one bolt and thus endangers the structure, will be responsible for the loss of morality which is likely to follow, and in my judgment that system is woefully out of variance with the teachers' vocation to education. Intellectual giants are not called for, but education does need men and women of character with the faith of God in their lives and mastering what they profess to teach with a spirit of love and devotion to childhood and to education.—*Bishop Conaty, at N. E. A.*

The Important Work

"Who is that thin, starved-looking little woman who hurries by here early every morning, and hurries back late every evening?"

"She? Oh, she's a school-teacher. She gets about forty dollars a month for handling a roomful of children."

"And who is that big, fat, well-dressed man who strolls by here now and then, smoking a good cigar and looking at ease with life?"

"He? Why, he's an inspector of ash-barrels, or something like that. He gets two hundred a month from the city."

North Carolina Educational Exhibit at Jamestown

By MARY CALLUM WILEY.

The old and the new, North Carolina's educational progress is strikingly shown by our educational exhibit at Jamestown. To the mentally blind, our allotted space may seem "only a room," as some disappointed sight-seer exclaimed upon entering the door, but to those who have eyes to see the exhibit is fine. It is unique in that it consists almost entirely of photographs showing the improvement in the rural schools, the dilapidated old-style schoolhouse, the neat, comfortable new one; the various phases of school life, the class at recitation, the cooking department, the sewing, pupils in the workshop, the laboratory, the school-garden. Numbers of strangers visit our room daily and great interest is shown in the exhibit, especially in those pictures contrasting the old and the new country schools.

During North Carolina week, hundreds of "down-homers" poured in and it was fine to see their enthusiasm and interest. North Carolina took the Exposition by storm, more paid entrance fees being collected on North Carolina Day than during any previous day of the Exposition. Someone, in speaking of this, said the fine "showing" of the State at the Exposition and the number of North Carolinians visiting the Exposition was due to the awakening of the State in educational matters.

In our educational exhibit, the rural schools make the best showing, almost every school being represented by one or more pictures. Perhaps this is because the county teachers and superintendents have had so much to do in bringing about the improved order of things. The town schools are not fairly represented, several of the strongest schools in the State having failed to send even a photograph of their buildings. It is a daily occurrence to have visitors ask, "Where is the exhibit of such and such a place?" and when told there is no exhibit from that place, to have them turn aside with, "Well, it's a shame, Our school is as good as any in the State." Could the schools which sent exhibits hear the complimentary things said of their work, they would feel doubly repaid for the trouble they took in getting up their display.

Attention is called in the exhibit to the fine work done in the Durham city schools, especially in the workshop and sewing room, by a full set of photographs, hanging conspicuously on the

wall. Asheville is also represented by a number of school views. Also Washington, Lenoir and Scotland Neck.

Henderson, Salisbury, Greenville, Wilson, Goldsboro and also Asheville, have creditable displays, giving not only specimens of basket work, sewing, benchwork, but of English, arithmetic, geography, etc. Goldsboro has a good exhibit also of its domestic science department. The Normal and Industrial College has exhibits of its manual training and domestic science departments.

The A. & M. attracts attention by its fine display of student work in the mechanical and textile departments; the State University by the large birds-eye view of Chapel Hill and the charts showing the public service the University has rendered in the United States Army, the Confederacy, the State and the Nation.

While our exhibit is primarily for the public schools and the State institutions, many of our leading denominational colleges are represented by pictures depicting their student life. It is interesting to see the delight with which "old girls" seize upon the views of their alma mater and to hear the animated reminiscences of college "boys" as they linger over the scenes of bygone days.

The rural school library, supplied by Alfred Williams Company, attracts the attention of everyone.

On the whole, our exhibit compares favorably with the other exhibits in the Educational Building.

"North Carolina is forging to the front!"

"Virginia'll have to look out or North Carolina'll beat her!"

"North Carolina!" (You can always tell the Yankee by the way he pronounces our name.) "Ah, a very creditable showing indeed!"

Such are the comments we hear from behind the desk. The very fact that we do not display so much basket work, cakes and pies, bits of sewing, doll-houses (all very well in their place, but often carried too far) adds a dignity and seriousness to our exhibit, makes people see that we are in earnest in our State, and that we teachers of North Carolina are determined that our pupils shall have, first of all, a solid foundation to build upon.

QUESTIONS OF INTEREST TO TEACHERS

[The editor has been preserving a list of questions asked by teachers and superintendents. The answers given are attempts to aid the teachers who desire real enlightenment. This page will be devoted to questions and answers. Any teacher or superintendent is invited to send questions of real significance and the JOURNAL desires the school men of the State to aid in answering them. If the answers given do not accord with your idea, say so. From honest and careful discussions of important matters comes enlightenment and from enlightenment comes wisdom].

1. In my district the parents object to the use of the rural library. They say that the children might not take this time from the text-books, that they do not have time for both. There are some books of fiction in the list and some parents object to their children reading love stories. The sentiment is against the use of the library in school. How can I get the people interested in the library?—*A. F. B.*

The answer to your question is almost the same as if you had asked, "How can I make my school interesting to the children?" In the first place, you must know the text-books you are to teach. Second, you must know in advance the subjects the children are to recite on. These are the first two and most important steps in making the library valuable. If you know the subjects in advance, then study the library. Find what books treat of history. Use this in connection with the history lesson. In like manner go through the library books; know them thoroughly, classify them and never lose a good opportunity to use a library book in connection with a recitation. Many teachers are doing this. Not only this, but they preserve newspaper clippings, magazine articles, and other material, and at the proper time it is used to advantage. All this depends though upon the teacher's knowledge of the text-books. The library list will be classified in a later issue for the teachers.

2. The State Superintendent has sent out a graded course of study, and we are asked to grade the school. Do you believe a one-teacher school can be graded and this course used as outlined?—*M. O. B.*

Yes. A one-teacher school has been graded, and this course as outlined has been and is being used by a number of schools. Any school that is systematized is graded. If you are systematic, do not worry about the grade. Irregular attendance is the worst enemy to systematic work. It causes the teacher to make new classes. This gives more recitations, this breaks up the work and it becomes unsystematic and the school is ungraded. Read the article elsewhere on "Visiting the Parents before School Opens."

3. The high schools are being censured for their lack of English instruction. How much

English should be taught in the high schools?—*A Superintendent.*

The high school course sent out by the State Superintendent of Public Instruction and published elsewhere calls for five periods a week in English. This includes grammar and rhetoric, composition and literature. If we divide the composition into two parts, oral and written, we will have the time divided about as follows: one recitation a week in grammar or rhetoric, one in oral composition, one in written composition, one in literature and one period extra. This, it would appear, is not time enough. If you will read carefully the course of study you will observe that three periods are left open. A part of this space should be devoted to English. Many schools give at least seven periods a week to English and some give eight.

4. Will you recommend one book in primary work that will be useful to me to read and to study? Don't name a long list, just one book that will help me in my work.—*A Primary Teacher.*

McMurry's Special Method in Primary Reading, price 60 cents, published by Macmillan Publishing Co., New York.

5. In the high schools that are run as public schools, what rhetoric is used after grammar, and what history is taken after United States History?—*Teacher.*

United States history and grammar are taught in the last year of the public schools. The subjects you desire information on are taught in the first and second years of the high school. See course of study on page 8. English history follows United States history. English grammar is taught in the first year of the high school. English composition in the second year, and rhetoric in the third year. It is a mistake to try to finish grammar in the public schools. Study carefully the course of study and see what subjects are recommended.

A young teacher whose efforts to inculcate elementary anatomy had been unusually discouraging, at last asked in despair:

"Well, I wonder if any boy here can tell me what the spinal cord really is?"

She was met by a row of blank and irresponsive faces, till finally one small voice piped up in great excitement:

"The spinal cord is what runs through you. Your head sits on one end and you sit on the other."

The Alabama Legislature has defeated a bill to tax Tuskegee Institute. It was almost pathetic to hear the railing of one or two members against the school and its splendid work.

NORTH CAROLINA OAKS

By F. L. STEVENS, of the N. C. College of Agriculture. Illustrated by J. G. HALL, of the N. C. Agricultural Experiment Station.

Oaks interest everyone. In one form or another they are known by all classes of people—countrymen, city men, villagers, woodsmen, farmers, out-of-door men, or the man of sedentary employment. In the forest they constitute vast timber resources, in the village and about the home they give shade and beauty. If you know them not in their native habitat you are surely familiar with their skeletons as the polished quartered oak of your furniture, or you know the more plebian oaks in the more homely form of firewood. In any event your shoes and belts were probably tanned with the extract from their bark.

The term oak is so familiar that it may seem to need no definition, yet if one were to attempt to make a definition, difficulty would be met. What is the distinguishing character of the oaks? Is it the leaf, the grain of the wood or the general aspect of the tree? Really it is none of these. The shape of the leaf is manifold. Witness accompanying illustrations. The real distinguishing character that groups all oaks into one class is the ability to bear acorns. All acorn bearing plants are oaks. No other plants are oaks.

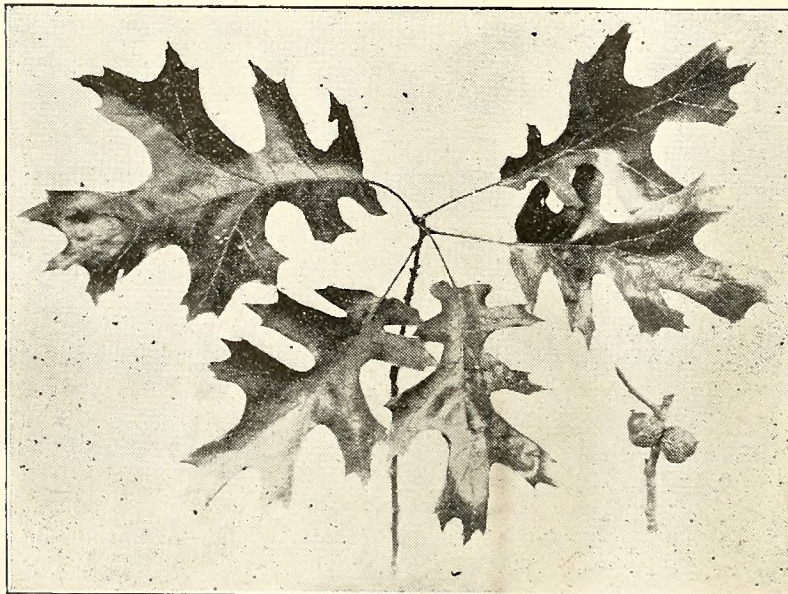
The acorn is the fruit of the oak, and originates in an inconspicuous flower which escapes the observation of all but the closest of observers. In addition to the flower which develops into an acorn, every oak also bears another kind of flower, the staminate flower, in hanging clusters called catkins. These catkins appear early, with or before the leaves, and soon drop off to be seen no more until another spring.

The oaks constitute what is scientifically known as a



BLACK JACK OAK (*Quercus Marylandica*)

genus—that is, a group of closely related plants. What we know as the various “kinds” of oaks are the *species*, or if there be but minor differences between several kinds they may be designated as *varieties* of one species. Oaks of different but nearly related species or varieties, standing near together, may sometimes cross-breed and produce what are called *hybrids*. Many such hybrid oaks exist, and they are often very confusing, since hybrids may partake of the character of both parents, and it is thus often very difficult to be certain with what kind of oak we are dealing when we happen to have a hybrid under consideration. The oaks as a group have long borne the name *Quercus*, an old Celtic word signifying beautiful tree. The oak genus bears the same designation today. The various species of the genus receive also specific, distinguishing names. Thus, the White Oak is *Quercus alba*, the Red Oak, *Quercus rubra*, etc. Some oaks are named after states. Our common Black Jack oak is called *Quercus Marylandica*. The matter of scientific names, however, is not of importance for common usage, and the more common terms, red oak, black oak, white oak, swamp oak, etc., are sufficient, provided a separate name be used for each kind of oak, and each name be applied always to the same kind of oak.



SCARLET OAK (*Quercus Velutina*)

In the Northern United States and Canada, i. e., north of Virginia and east of the 102 meridian, there are listed 22 species of oaks. In the Southeastern United States there are 45 species, while in North Carolina we find eighteen spe

cies. These are divided into two classes: one commonly known as the Red and Black oaks, and the other as the White oaks. The Black oaks are characterized by having a leaf the lobes of which end in sharp bristle points, at least when the leaf is young. In some instances this character is lost when the leaves become old. The acorns in the Black oak also require two years to mature. The White oaks, on the other hand, are recognized from the fact that their leaves do not have bristle points, and the fruit matures in one year. The following key taken from "Timber Trees and Forests in North Carolina," by Pinchot and Ashe, leads to an easy classification of the oaks in this State:

Leaves longer than broad, 2 to 8 inches long; twigs mostly brown, with 2 to 5 buds crowded at the top, other buds scattered below; fruit an acorn, i. e., a nut with the base enclosed in a scaly cup.—*Oaks*.

(1) Leaves not at all lobed or toothed except on vigorous shoots, wedge-shaped or triangular or long and narrow in outline; leaf stems short.—*Water Oaks and Willow Oaks*.

*(1) Leaves green on both sides.

Leaves 4 to 6 inches long, triangular in outline, thick; buds large; twigs thick; acorn large, $\frac{3}{4}$ inch wide; small trees; bark rough, black.—*Black Jack Oak*.

Leaves narrowly triangular, 2 to 3 inches long; twigs slender; buds small and blunt; nut small; trees with smoothish gray bark; eastern.—*Water Oak*.

Leaves very narrow, pointed; twigs slender; in the middle and eastern parts of the State, usually in wet places.—*Willow Oak*.

Leaves paler beneath and downy; banks of streams along the Blue Ridge and to the westward.—*Shingle Oak*.

*(2) Leaves whitened beneath, 2 to 5 inches long; extreme east.

Leaves very narrow; acorn small, globose, whitened;



POST OAK (*Quercus Minor*)

small trees on dry sandy soil.—*Barren or Upland Willow Oak*.

Leaves broader, evergreen; large trees, on the coast, with a long acorn.—*Live Oak*.

(2) Leaves more or less lobed, the divisions tipped with a bristle.—*Red Oaks and Black Oaks*.

*(1) Leaves with a leaf stem less than one inch long.

Leaves broad, three-lobed at the top.—*Black Jack Oak*.

Leaves narrow, $\frac{1}{2}$ to 1 inch broad, with shallow lobes, on the seacoast.—*Laurel Oak*.

Leaves about 2 inches wide with three lobes at the top or shallow lobes on the sides; mountains.—*Lea's Oak*.

Leaves green and smooth on both sides, with many long, often curved lobes; acorn large; cup with coarse, spreading scales; small trees with rough, gray bark; on pine barrens.—*Fork Leaf Black Jack or Sand Oak*.

(2) Leaves with a long and slender leaf stem, 1 to 3 inches long, green beneath.

Leaves over twice as long as broad, the lobes acute; rare; middle section — *Bartram's Oak*.

Leaves broader, generally not twice as long as broad, with many lobes on each side; large trees.

(§) With deep and rounded hollows between the lobes of the leaves; large trees.

Light gray bark on limbs; nut half covered by the cup; common on dry, stiff or gravelly soils; twigs brownish.—*Scarlet Oak*.

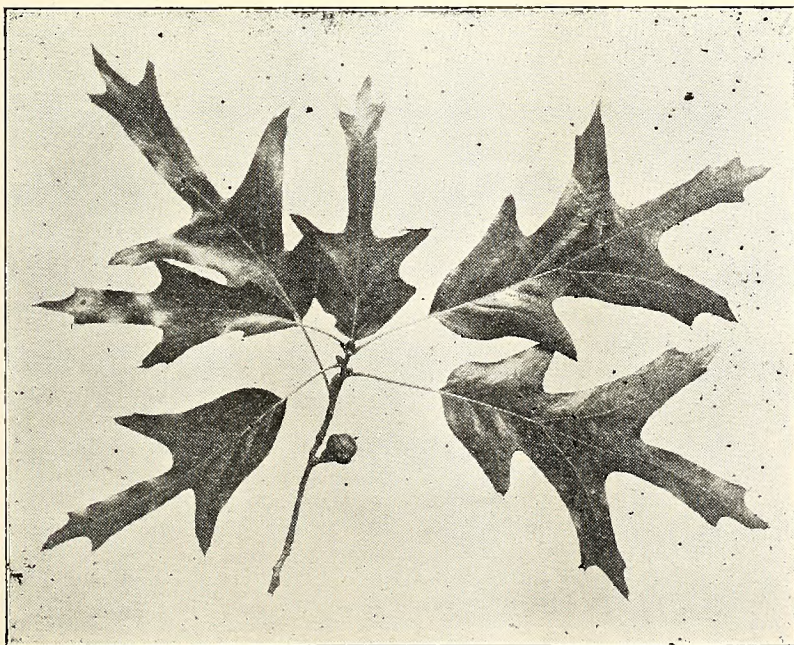
With dark gray bark on branches; only base of nut covered by the cup; rare; along streams of middle counties; twigs steel gray.—*Texas Red Oak*.

(§) With shallower, acute hollows between the lobes of the leaf.

Leaves downy beneath; cup covering half of the large nut; bark rough and black.—*Black Oak*.

Leaves smooth beneath; cup very shallow; bark striped, dark and light gray; western.—*Red Oak*.

*(3) Leaves whitened beneath; leaf



SPANISH OAK (*Quercus Digitata*)

BROAD-LEAF OAK (*Quercus Nigra*)

ed, shallow lobes; bark deeply furrowed; dry soil; western; acorn very large.—*Rock Chestnut Oak*.

Leaves thin, velvety beneath, with many rounded shallow lobes; bark shaggy; swamps and river banks; eastward.—*Swamp Chestnut Oak*.

stem slender; nut small, globular.

—*Spanish Oak*.

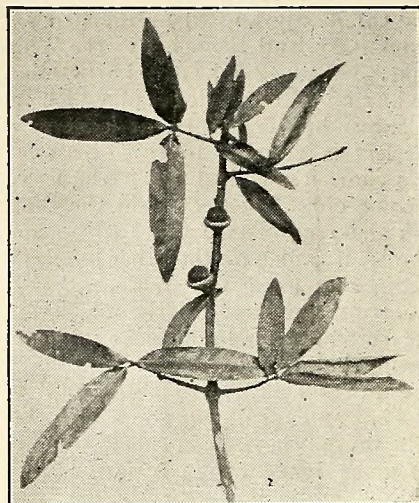
(3) Leaves more or less lobed or toothed, the divisions rounded and not bristle-tipped; leaf stems less than one inch long; bark gray, furrowed or shaggy.—*White Oaks and Chestnut Oaks*.

Leaves deeply 5 to 9 lobed; nut nearly covered by the cup; in the eastern swamps.—*Overcup Oak*.

Leaves deeply 5 to 7 lobed; cup one-half the length of the acorn; small trees; common on dry soil.—*Post Oak*.

Leaves 7 to 9 lobed; cup of acorn shallow; large trees; light gray bark; common.—*White Oak*.

Leaves thick, with many round-

WILLOW OAK (*Quercus Phellos*)

Teachers' Directory

Prof. A. V. Cole becomes superintendent of the Selma schools.

Supt. John L. Harris, of Randleman, goes to Lenoir as superintendent.

Supt. Charles L. Coon, becomes superintendent of the Wilson schools.

Prof. R. N. Nisbet, of Waxhaw, succeeds Supt. R. F. Beasley, of Union county.

Supt. A. E. Woltz, of Lenoir, becomes superintendent of the Goldsboro schools.

Prof. R. T. Poole, of Troy, succeeds Supt. W. B. Cochrau, of Montgomery county.

Thomas Ruffin, Esq., of the Charlotte bar, is added to the University law faculty.

Prof. D. P. Deyton, of Toecane, succeeds Supt. E. E. Hawkins, of Yancey county.

Prof. J. J. Scarborough has been elected superintendent of the Asheboro schools.

Supt. L. O. White, of Statesville, succeeds Supt. J. A. Butler, of Iredell county.

Prof. D. S. Kennedy, of Keansville, succeeds Supt. S. W. Clement, of Duplin county.

Supt. M. D. Billings, of Franklin, succeeds Supt. T. J. Johnson, of Macon county.

Prof. S. M. Underwood has been elected superintendent of the Hertford graded schools.

Prof. G. R. Little, of Elizabeth City, succeeds Supt. S. L. Sheep, of Pasquotank county.

Supt. W. M. Upchurch, of Selma, becomes a member of the Durham city school faculty.

Prof. J. G. Coltrane has been elected superintendent of North Wilkesboro graded schools.

Prof. McLeod, of Raeford Institute, is elected superintendent of the Moore county schools.

Superintendent Roberson, of the Graham schools, becomes principal of the Reidsville schools.

Dr. Highsmith, of the Baptist University, takes the chair of pedagogy of Wake Forest College.

Prof. B. H. Bridges, of Rutherford county, succeeds Supt. W. T. R. Bell, of Rutherford county.

Ex-State Superintendent C. H. Mebane succeeds Mr. R. D. W. Connor in the State department.

Prof. J. F. Webb succeeds Supt. Robert Kittrell as superintendent of the Granville county schools.

Who will be president of the Eastern Training School? Greenville is a good place in which to live.

Supt. Charles M. Staly, formerly of Asheboro, has been elected superintendent of the Hickory graded schools.

Prof. Geo. E. Long has been elected superintendent of Catawba county schools to succeed Supt. C. H. Mebane.

Supt. E. C. Brooks, of the Goldsboro schools, takes the chair of history and science of education at Trinity College.

Prof. P. S. Vann, of Thomasville, has been elected superintendent of Davidson county to succeed Supt. P. L. Ledford.

Prof. J. M. Mewborne, of Jarvisburg, has been elected superintendent of Currituck county to succeed Supt. W. T. Griggs.

Supt. S. L. Sheep, formerly of county school of Pasquotank, has been elected superintendent of Elizabeth City graded schools.

Supt. Frank M. Harper, formerly assistant superintendent of Athens, Ga., schools, succeeds Supt. E. P. Moses, of the Raleigh schools.

County Superintendent D. F. Giles becomes superintendent of the Marion graded schools. The county and the town are under one system.

Mr. R. D. W. Connor, formerly of the State department, is secretary of the State Historical Commission. Every teacher should send for his North Carolina leaflets.

Prof. A. J. Barwick, formerly principal of the Goldsboro schools, later superintendent of the Thomasville, Ga., schools, succeeds Supt. C. L. Coon in the State department.

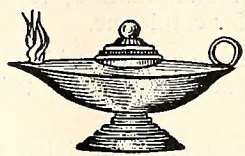
Prof. J. A. Matheson, formerly superintendent of the Durham city schools, succeeds Prof. J. I. Foust in the department of pedagogy of the State Normal and Industrial College.

Supt. Robert Kittrell, of Granville county, becomes superintendent of the Edgecombe county schools. The Tarboro city schools are placed under the county system and superintendent Kittrell will have supervision over all the schools of the county.

The State Association of County Superintendents meets at Montreat September 4, 5, and 6. The county superintendents are required to attend this meeting. Their expenses are paid by the county. It is one of the most important educational meetings in the State and productive of most good.

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NORTH CAROLINA JOURNAL OF EDUCATION



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OCTOBER, 1907



E. C. BROOKS, . . . Editor
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A North Carolina Book

FOR

North Carolina Schools

Civil Government

of North Carolina and the United States

By W. J. PEELE

The purpose of this book, as stated by the author, is "to prepare children for the duties of citizenship in North Carolina." To understand these duties one must have a knowledge of the laws and institutions, State and National, by and under which the rights and liberties of citizens are defined and maintained. The essential facts and principles of government and of the constitutional rights and duties of citizens are presented in this volume concisely, logically, and with admirable diction. The treatment can hardly fail to satisfy the most exacting teacher of civil government. One notices with pleasure the careful citation of authorities throughout.

Part I. gives an historical sketch of the formation of the government of North Carolina and of the United States, and then compares and contrasts the two constitutions in outline and shows how they were amended into their present forms.

In Part II. the State and National governments are treated separately. In this part the author considers the operation of government, State and Federal, in its several departments, together with their structure and organization in detail; defines its powers and describes the offices by which they are applied, executed, and restrained; and gives a brief discussion of the aids and institutions of government, of State and Federal relations, and of interstate relations.

Part III. treats of the duties, qualifications, rights, and privileges of the citizen, the constitutional safeguards by which he is protected, and the remedies for the wrongs done to him and to his government.

Mr. Peele is a prominent member of the Raleigh bar and a distinguished author.

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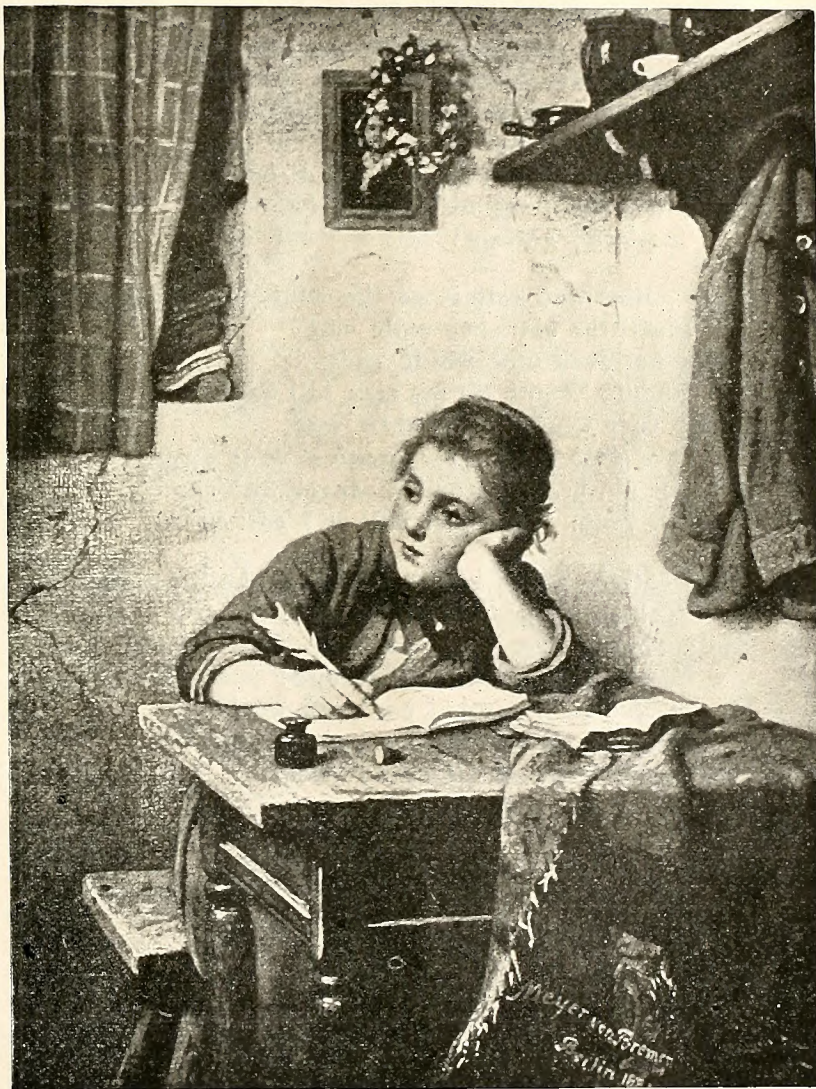
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DURHAM, N. C., OCTOBER, 1907

No. 2



MEYER VON BREMEN

STUDY.

North Carolina
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Columbus—Westward

Behind him lay the gray Azores,
 Behind the Gates of Hercules;
 Before him not the ghost of shores,
 Before him only shoreless seas.
 The good mate said: "Now we must pray,
 For lo, the very stars are gone,
 Brave Adm'r'l speak: what shall I say?"
 "Why say: 'Sail on! sail on! sail on!'"

"My men grow mutinous day by day;
 My men grow ghastly wan and weak."
 The stout mate thought of home: a spray
 Of salt wave washed his swathy cheek.
 "What shall I say, brave Adm'r'l, say,
 If we sight naught but sea at dawn?"
 "Why you shall say at break of day:
 'Sail on! sail on! sail on! sail on!'"

They sailed and sailed, as the winds might blow,
 Until the blanched mate said:
 "Why not even God would know
 Should I and all my men fall dead.
 These very winds forget their way,
 For God from these dread seas is gone,
 Now speak, brave Adm'r'l: speak and say"—
 He said: "Sail on! sail on! sail on!"

They sailed. They sailed. Then spake the mate:
 "This mad sea shows its teeth tonight.
 He curls his lips, he lies in wait,
 With lifted teeth, as if to bite!
 Brave Adm'r'l, say but one good word;
 What shall we do when hope is gone?"
 The words leapt as a leaping sword:
 "Sail on! sail on! sail on! sail on!"

Then, pale and worn, he kept his deck,
 And peered through darkness. Ah that night
 Of all dark nights! And then a speck—
 A light! A light! A light! A light!
 It grew, a starlit flag unfurled!
 It grew to be Time's burst of dawn.
 He gained a world: he gave that world
 Its grandest lesson: "On! Sail on!"

—Joaquin Miller.

CURRENT EVENTS

Race Riots on the Pacific

Again the world has been furnished with an outbreak between the white race and the yellow race on the Pacific coast. San Francisco furnished the first notable instance; Vancouver, the second. In the latter outbreak, several men were seriously wounded and much property was destroyed. The troubles arose from competitions in labor, although there was a strong racial feeling back of it all. Two races living side by side with different ideals, competing for the bare substance of life, is sufficient to make a problem. Such was and is the problem on the Pacific when the white race mingles with large numbers of the yellow race.

Education in Boston

The Boston schools this year are undergoing a great change. In the primary and grammar school the time has been reduced from nine to eight years. English has been made the great central course, all others contribute to it. Arithmetic is made to conform as near as possible to practical life. In geography particular stress is laid upon human life, commerce and industry. It is co-ordinated with history and commercial geography is given a prominent place. More time is given to spelling than ever before. Hygiene takes the place of physiology which is not taught until the seventh year. A medical member has been added to the corps of supervisors, and in the congested district a competent nurse will carry out the plans of the medical inspector. The health of the home receives great consideration.

Mars Inhabited

The planet Mars reached this summer the nearest range of our telescopes, and the question was raised again as to its being inhabited. Professor Lankester has pointed out that the lines as seen through telescopes are artificial canals for irrigation purposes. This theory is most attractive to men of science. It gives rise to much speculation among them as to the high state of social and industrial development, peaceful relations, definite and active plan of co-operation with one another, from pole to pole.

The Hague Conference

The Hague Conference is not so much noted for what it has done as for what it purposes to do. That it has been of service to mankind only a few will deny. Its object is to prevent war or to

alienate the terrors of inevitable war. Some of the benefits which, it is hoped, this tribunal will accomplish is: (1) The establishment of a Supreme Court of the world; (2) That governments will cease to use armies and navies to collect private debts; (3) That unfortified towns will not be bombarded at all; (4) Churches, hospitals, monuments, shall be spared in the bombardment, and (5) merchant vessels and other private property at sea will be made immune.

Hon. J. H. Small's Educational Campaign

One of the most important series of educational meetings that has been held in the State, if not the most important since the institutes conducted by Dr. E. A. Alderman and the late Dr. Charles D. McIver, is the Farmers' Educational Meetings just concluded in the First Congressional District.

The United States Department of Agriculture is one of the most extensive of the several executive departments of the government. It is generally known that it is doing a varied and extensive work in the interest of agriculture and its allied industries, but it is conceded that the people of the South are not in as close touch with the operations as are the people of other sections.

Investigations are constantly being made affecting the properties of the soil, plant culture of various kinds, drainage, animal industry, forestry, public roads and other kindred subjects. The results are published mostly in bulletin form and are accessible for distribution. Many of these publications are of practical value.

Hon. John H. Small, Representative in Congress from the First North Carolina District, has for several years been trying to interest his constituents in the work of this great department, and while considerable progress has been made, there are yet many who have not yet learned to avail themselves of its benefits.

Mr. Small arranged for a series of what are called Farmers' Educational Meetings to be held at the county seats of eight counties in his district. These meetings were attended by experts from the department who discussed in a most interesting manner their specialties.

There were practical talks from experts on cotton, corn, soil tests, draining and sod and clay road making. The statement was made that there were over 200 kinds of soil in North Carolina. The farmer boy, if these things are true, has more to learn than has been dreamed of by law makers. Four months is not long enough for him to attend school and the three R's do not contain all necessary knowledge.

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Federal Aid to Rural High Schools

The establishment of agricultural high schools has received support in many States of the Union, and the number interested in the industrial schools, agricultural and mechanical, of the secondary grade is constantly growing. Such high schools of eminently successful character have been maintained in Minnesota and Wisconsin for several years. Our sister States, Georgia and Alabama, have recently established congressional agricultural high schools and the movement for schools of this kind bids fair to be general, throughout the nation. Probably the most important movement toward increasing the number of agricultural high schools was inaugurated by the Honorable Chas. R. Davis, of Minnesota, in a bill entitled "A bill to provide an annual appropriation for industrial education in agricultural high schools, and for branch agricultural experiment stations, and regulating the expenditures thereof."

The important sections of this bill are as follows:

Be it enacted, etc., That there shall be, and hereby is, annually appropriated, out of any money in the Treasury not otherwise appropriated, to be paid, as hereinafter provided, to each State and Territory for the maintenance of instruction in agriculture and home economics in agricultural high schools of secondary grade and instruction in mechanic arts and home economics in city high schools of secondary grade, a sum of money equal to 10 cents per capita of the population of each State and Territory, respectively, as shown by the last preceding national or State census, as shall be apportioned by the Secretary of Agriculture and estimated for in the annual estimates submitted to Congress for the Department of Agriculture: *Provided*, That the funds thus appropriated shall be used only for instruction in agriculture, mechanic arts, and home economics, and that all States and Territories and all schools accepting these funds shall provide other funds with which to pay the cost of providing the necessary lands and buildings and of instruction in all general studies required to make well-rounded high school courses of study: *And provided further*, That not less than one-half of the sum thus appropriated to any State or Territory shall be expended for instruction in agriculture and home economics in agricultural high schools maintained under State authority in rural communities, and the number of such agricultural high schools which shall be entitled to receive the benefits of this act in any one State or Territory, shall not exceed one school for each ten counties in that State or Territory.

SEC. 2. That there shall be, and hereby is, annually appropriated, out of any money in the Treasury not otherwise appropriated, to be paid, as hereinafter provided, to each State and Territory for the maintenance of branch agricultural experiment stations under the direction of the State agricultural experiment stations now established or which may hereafter be established in accordance with the act of Congress approved March 7, 1862, the sum of \$2,500 for each branch experiment station already established by legislative enactment of the said respective States and Territories, or which shall be established by said States or Territories in connection with agricultural high schools as appropriated for by this act: *Provided*, That no State or Territory shall be entitled to the benefits of section 2 of this act until its legislature shall by law provide for the establishment of such branch stations and shall provide annually for the

equipment and maintenance of such branch stations a sum at least equivalent to that appropriated annually to the State or Territory under section 2 of this act; and the sum paid to each State or Territory under section 2 of this act shall be applied only to paying the necessary expenses of conducting at such branch experiment stations experiments bearing directly upon the agricultural industry of the United States, having due regard to the varying conditions and needs of the respective States or Territories and the respective agricultural regions therein.

It is significant of the attitude of North Carolina toward this measure that resolutions were passed by the Farmers' State Alliance urging in strong terms the establishment by legislative action in State Agricultural High Schools in much the same way as they have already been established in Georgia and Alabama; that the Farmers' State Convention, assembled at the A. & M. College in August, also passed resolutions favoring agricultural high schools and endorsing the Davis bill; that the Association of County Superintendents assembled in Montreat in September also endorsed the Davis bill.

Representative Davis, in speaking of his bill, says:

The course of study in agricultural high schools and mechanic arts high schools, having now been under trial and development for nearly twenty years, has been nearly as well worked out as the general courses of study in our city high schools, and are also successfully articulated with the rural school and the primary city school below and with the college courses above. Passing the land-grant act of 1862 was an experiment, because no agricultural or mechanical college had then been successfully started. The passage of this measure would not be an experiment, because agricultural high schools and mechanic arts high schools, both including industrial work for women in relation to the home, are recognized as among our most successful institutions. It is believed by those well informed that every dollar appropriated for the Federal Department of Agriculture and for the State experiment stations and State college returns to the American people, or rather earns for the American people, at least \$20. There is no reason why the appropriations under this act shall be less productive.

The farmers of America have rapidly changed from an indifferent attitude toward so-called "book farming" to a high appreciation of and a profound respect for agricultural science and institutions devoted to improving agriculture. Education in mechanics and home economics has likewise risen to a plane of high appreciation. It requires no prophet to predict that within ten years after the passage of a law as outlined in this bill the entire point of view recently held by the farmers of this country toward agricultural schools and by the practical men of affairs toward city high school education will have been changed.

To be a teacher you must wake up thought; induce habits of investigation, and lead your scholars to draw conclusions for themselves. Thousands can keep order, assign lessons, drive learners through all manner of routine, and get parrot-like success, but few can wake up self-activities, and go before their scholars as leaders and guides while they work with willing heart, head and hand.—*The New York School Journal*.

The County Superintendents in Session

Those who attended the State Association of County Superintendents at Montreat, September 4, 5, and 6, will remember it especially for the fine spirit that prevailed, for the seriousness with which the members entered into the discussions, for the earnest seeking after truth and light, and for the prompt and continuous attendance at each meeting. Eighty-four superintendents were present. Only once before have so many counties been represented. The discussions were practical and pitched on a high plane. The teacher at home must have felt a certain influence at work in the spirit world while this body of men was in session, for every discussion, no matter the theme, soon led back to the teacher and this individual became the subject under discussion in session and out of session. More and more are we coming to see that the teacher is the real strategic point in all educational work, and greater and greater is the demand. Almost every superintendent present was looking for teachers. It was not a question of salary. The teacher was the question.

PUBLIC HIGH SCHOOLS.

This subject received the most careful consideration. This being the first year of the public high schools, many questions were asked by the superintendents. The organization of these schools was discussed by Hon. J. Y. Joyner and Prof. N. W. Walker, of the University, a member of the State Board of Examiners. The aims, purposes and ideals, the necessity of a common understanding among our educational workers of what we mean by the public high school were made clear. It is especially important, too, that the communities in which these schools are established shall have the proper understanding and the correct ideal of the work we are attempting.

The plan of the public high school was considered historically, theoretically and practically. It was made clear from the discussion that there is a great need for these institutions and a great work for them to accomplish. They will have the greatest influence in the rural communities; they will offer greater opportunities to the ambitious youth; they will give us better teachers; and they will have a general elevating influence upon our educational work by strengthening the elementary schools and sending stronger students to the colleges.

The discussion closed with a very strong appeal for higher ideals of high school work.

FIVE-YEAR CERTIFICATES.

This subject was discussed at length by Prof. A. J. Barwick, chief clerk in the State Superintendent's office. After giving the purpose of the examination Professor Barwick discussed the re-

sults as follows: "There were 74 applicants that stood the examination and only 28 passed. Many of the papers prepared by unsuccessful applicants were of a high order, but because of very low grades in some subjects, the board did not feel justified in granting the certificate. One applicant who made 90 on history fell below 40 on arithmetic and physiology. Others made above 90 on some subjects and as low as 10 to 20 on other very important subjects. Every teacher holding a first grade certificate should try for a five-year certificate. One superintendent has already notified his first grade teachers that he will not renew their certificate again until they have either tried for a five-year certificate or stood another examination under him.

Careful preparation of papers means much in grading. Often slovenly prepared papers are the evidence of lack of essential character in teaching. Incomplete sentences and grammatically incorrect sentences were in evidence. Sheets irregular in size, the last sheet first, pages unnumbered, papers unsigned—these were a few of the evidences of carelessness."

HOW TO SECURE THE INTEREST AND CO-OPERATION OF PARENTS.

Superintendent Long, of Alamance, said that the best means was by compulsory education, but next to this the only effective way to interest an indifferent parent is by visiting the home; that the teacher should do much of this, but the county superintendent in his visit to the schools could strengthen the teacher considerably by visiting as many of the parents as possible in the district. Another way is by circulating literature among them and giving Friday afternoon exercises. These exercises should be of a strong healthy nature and the parents of the community should be invited to attend. A parent may be indifferent to both school and teacher, but when he sees his child appearing with credit the parent's interest becomes aroused at once. Another way is to get the parent interested in some work pertaining to the welfare of the school. This is the great good of the Betterment Association. It interested the parents in the schoolhouse and grounds and this interest was transferred to the life of the school.

Snpt. F. P. Hall, of Gaston county, emphasized especially the necessity of the teachers and principals visiting the parents. The parents must realize that it is worth something to the child and the family for the child to be educated. There are several factory towns in Gaston with a school term of eight or nine months. Men who were once opposed to public education, now, as a matter of business, contribute for the support of the school because it is a paying investment.

One superintendent said that in one district

the attendance was at one time very poor, but when the children began dropping out, the teacher went after them. Again they began dropping out and again the teacher went after them, and today this district, which once was noted for its poor attendance, is noted for having the best attendance in the county, and the teacher brought it about by her active interest in the children who at one time were poorest in attendance.

Superintendent Joyner urged the superintendents to make the Friday afternoon exercises interesting and to arouse the teachers to the necessity of visiting the parents. "Frequently," he said, "parents will travel five miles through the rain to hear the child recite Mary Had a Little Lamb, when the same parent will take scarcely no interest in school work from day to day."

A TEACHER'S LIBRARY.

When this question was raised a vote was taken to see how many counties had teacher's libraries, and fifteen counties went on record. Supt. A. C. Reynolds, of Buncombe, and Supt. W. H. Ragsdale, of Pitt, made strong pleas for more teacher's libraries. At this time there is a greater demand for teacher's libraries than for children's libraries. In connection with the teachers' association the books can be, and should be, used as text-books, and in this way the teachers are being taught while they are learning to teach.

Select for this library other books besides work in psychology and theory and practice—books that will be companionship for teachers who go into remote districts—books that the teacher may read from to the children. One teacher improved the attendance by making the practice of reading something interesting each morning just after opening exercises and just before the close.

In one county one teacher is selected in advance to prepare an outline of the book to be studied at the next meeting. It is copied on the board and the teachers study the book from this outline. One teacher is selected to make a fifteen minute talk and the others are expected to respond to questions.

Start with a small library; have nothing in it that is not readable and that is not read. Add a few books at the time. In some counties, the Board of Education pays half the cost of the library and the teachers the other half.

TEACHERS' ASSOCIATION.

When this subject was reached, another vote was taken. Forty superintendents said they held county associations and after the discussion the other fifty-seven were sorry that they were not in the list. Supt. R. B. White, of Franklin, made one of the strongest talks during the Association of County Superintendents on this subject. He said in part that the superintendent cannot make good teachers without a teachers' association. What is the use of local taxation, consolidation

and fine school houses without good teachers? How can the superintendent know the teachers and their work without their coming together in meetings? It is impossible for him to visit them all and keep up with them in the schoolroom; and the superintendent who knows his teachers is the one who succeeds.

When the teachers come together in their weekly or monthly meetings there is a unity of forces, a oneness of spirit. It is like the spirit, discipline and comprehension of an army. The association is worth more than the institute, for what is the permanent good of an institute, if the teachers do not put the methods of the institute into practice? It creates a professional spirit and makes the teachers proud of their profession; it causes teachers to measure their work by the standard of others and arouses a spirit of emulation.

This is to be noted especially, that those who attend the association and take most interest in the meetings are the best teachers, and they receive the most pay. If they think you expect them to attend they are generally at the meetings; and in Franklin county the teachers receive one dollar a day for every session of the institute they attend. This is sufficient to pay the expense of attending. Another thing is to be noted that the counties that have the teachers' association are the most progressive.

The following questions should be asked and discussed at every meeting:

1. What is the enrollment.
2. What is the average daily attendance.
3. What improvements have been made.
4. How much money has been made for these improvements?

The very life of the school centers around these questions and the methods used for improving the conditions.

What is greatly needed is a good program, a workable program for each county. The progress of the teachers demand that it be

1. Practical.
2. Applicable to county schools and county teachers.
3. Helpful to the teacher in her school.
4. Progressive—that it helps the teacher to grow.
5. Personal—that is, three-fourths of the work may be done in the association by the teacher.

Superintendent Joyner followed with these suggestions: "It is extravagance to put more money in more teachers that are no better. Our hope for improving teachers is to improve those we have; and the only way to improve them is through the institute and the Teachers' Association."

Supt. C. W. Massey gave a very interesting and profitable discussion of the Durham County Association. He said that years ago there were kickers and those who did not wish to attend; but now every teacher attends every association unless she is providentially hindered, and when

they sign their contract to teach they expect to attend. He said his association started with three earnest teachers. Then they had a constitution and by-laws. Soon they threw away these hindrances, and organized a teachers' association and they have had one ever since.

COMPULSORY EDUCATION.

The fact that the last General Assembly went on record as favoring compulsory education made this an interesting subject. It was discussed by Superintendent Joyner, Supt. Z. V. Judd, of Wake, and Supt. R. A. Sentell, of Haywood. The discussion brought out these points, that public sentiment must be created and cultivated as it was in the case of local taxation, that a sweeping compulsory law would not be effectual because public sentiment is not in favor of it, but it must grow from district to district until the whole State demands it. There are several towns and a few counties that already work under a compulsory system.

While we are agitating the question, however, are we getting ready for it? If we should have public sentiment today are we ready to take care of the children? While we are creating and cultivating public sentiment we should be making material preparations.

Supt. R. J. Cochran, of Mecklenburg, gave a very interesting talk on "How to Help the School Committeemen Secure the Best Teachers for Their Schools." Most of the committeemen are now leaving this selection with the county superintendent.

RURAL LIBRARIES.

This question naturally arises, Why should the county superintendent not have in his office a list of books in each library and a complete record of their use in the district? This subject was discussed by Supt. E. T. Atkinson, of Wayne, and Supt. E. J. Barnes, of Wilson. Some searching questions were asked. Consider these: How many superintendents even know what books have been selected? How many have ever read or examined them? What superintendents can instruct the teacher in the use of the library? How many libraries are really used? If the teacher does not know how to use it, whose business is it to instruct her? If she should go to the superintendent for assistance would she get it? Could she get it?

A large number of the libraries are closed because the teachers do not know how to use them, and unless the teacher should happen to know, in many counties there is little assistance to be derived from the superintendent because he does not know the books.

The books should be classified, the teacher should know what books will aid her in her work and the county superintendent should be able to give her this information. The teacher should know what books to read to the children and the county superintendent should know in order to give the necessary information.

THE NORTH CAROLINA JOURNAL OF EDUCATION.

Prof. N. W. Walker, of the University, in an account of the Superintendents' Association to the Charlotte Observer, says:

"Thursday morning, before the regular program was taken up, Prof. E. C. Brooks, editor of the NORTH CAROLINA JOURNAL OF EDUCATION, made a brief statement of the financial condition of the JOURNAL and urged the superintendents to rally to the support of the publication. Several of the superintendents spoke briefly of the advantage the JOURNAL had been to them and of the help it had been to their teachers. After these words of commendation there followed a scene which we believe is without a parallel in the history of educational journalism. Within less than twenty minutes six thousand subscriptions had been pledged, the superintendents themselves becoming personally responsible for the payment of these subscriptions. We wonder if any other educational journal was ever paid such a compliment. As we see it, that body of men could have given no greater proof of their zeal and faith in their high calling, nor could they have made a surer manifestation of an earnest desire to improve themselves and their teachers."

TRIBUTE TO HON. J. Y. JOYNER.

The following resolutions were adopted by rising vote, Supt. W. H. Ragsdale presiding in the absence of Superintendent Joyner:

WHEREAS, The Hon. J. Y. Joyner, Superintendent of Public Instruction of North Carolina and Chairman of the State Association of County Superintendents, having yielded to the earnest solicitations of his co-workers, the county superintendents throughout the State, to remain at the head of the Educational Department at a time when the State was in grief over the death of that great educational statesman, Dr. Charles D. McIver, and when the presidency of the State Normal and Industrial College was tendered him, therefore be it resolved:

1. That the State Association of County Superintendents express to Hon. J. Y. Joyner their keenest appreciation of his decision to remain and lead them in the great work of building up a greater public school system in North Carolina.
2. That the superintendents reaffirm their confidence in him as a great educational leader and their faith in him to lead the school men in every advance movement.
3. That the superintendents in session at Montreat pledge him their unqualified support in every movement looking to educational development in North Carolina, and that it is their earnest belief that the results, as they shall work out in the future, will justify the wisdom of the decision made, and that a greater North Carolina, made greater by the education of all the children, will be an eternal witness to the wisdom of his leadership.
4. That a copy of these resolutions be sent to the State papers for publication, and that they be spread upon the minutes of this meeting.

W. H. RAGSDALE,
C. W. MASSEY,
R. B. WHITE.

HOW THE TWENTY LEARNED NUMBERS

By MISS ALICE DAY PRATT*

She was not a brand new teacher. She had handled several little flocks with varying results, but always with much fruit of experience to herself. She was in a position to welcome "another chance." Once more she had the raw material—to mould in accordance with the accumulated wisdom of the past, to experiment with for the increase of the wisdom of the future.

The twenty were coming to her innocent of school and science. She dwelt upon their innocence and her responsibility in many an hour of meditation. She believed that life was sweet and reasonably plain and that—given an open mind and conscience and the courage of conviction—there was, ordinarily, no need of bewilderment or of despair.

It was, she held, to feed the open mind, to guard the tender conscience, and to strengthen the courage of conviction that the conscientious teacher should set herself.

Life was one great whole, and the roots of all the arts and sciences pushed their delicate termina in inextricable network far down into the first year's unremembered consciousness. Elementary ideas of form and color, taste and tone and fragrance came all unseparated—intimately related and bound together. Yet, for economy's sake, life must be dealt with and presented to the novitiate in parts,—the relation of these parts to one another and to the whole being borne in mind by him who separated and presented.

In the course of her meditations on the method of presentation of these parts she had reached the realm of Mathematics.

Mathematics, she reasoned, consisted in the relations of units. Beginning with the relation of one to one, it passed step by step from the simple to the complex in an ever-expanding, increasingly intricate progress.

Or, like a complex structure, it rose—each story superimposed and dependent upon the last. Omit one step and the progress halted. Remove one story and the structure toppled. Should the boy with his Euclid be less clear in his reasoning than the child with his primer?

Now she well knew that mathematics in the abstract had no charm upon the spontaneous interest of man in his "second age," but attracted only in its relation to subjects which did arouse such spontaneous interest.

How then, since development must proceed in "uninterrupted continuity," to bridge the chasm between this intermittent and incidental interest and a sustained interest in pure science!

What did the twenty already know of numbers? she queried, and recalled how proudly Jim's big sister had told her that "Jim could count to a hundred." He might count to ten thousand, she

reflected, and yet not *know* ten; not handle ten pennies with accuracy and understanding.

When did the number one first penetrate the baby's consciousness? Was it when he *sensed* rather than *knew* there was *one* mother and only one? And how very early must he become aware of those *two* who so closely and faithfully guarded the genius of his life! And later he recognized the wider family circle—felt that *now* it was complete, *now* suffered gaps.

Half in memory, half in imagination she reviewed the little childish experiences of the home—the baby's game of balls or blocks—how well he knew if all were there! How ingenious he grew in arranging, dividing, and putting together. How proudly he set them in marching order two by two and the big brother's marbles,—how he loved to sort them in groups of twos and threes and fours and fives.

And the number six. Didn't Tabby have six kittens,—two black, two gray, two spotted ones,—one each for Mamie and Grace and Fred and Tom—and two to keep.

And the number twelve. That was a puzzler. Yet he made it out dimly. Old Brahma had twelve chickens—he knew them every one, though he never could count them right.

And the number seven was a strange one. Betty learned that when she first set the table for tea,—three on this side, two on that, and one at either end,—or better, three on each side, one at the end and one end left for flowers.

Should it not be in "gently leading" through such experiences as these, collected and classified, that the first work in numbers should consist?

She solemnly resolved that there should be no missing links, no broken steps, no dark and shadowy corners in the twenty's understandings.

The first number class of this year was in this wise. (Nor was it on the first day, nor the second, nor the third. There had been great ado over getting acquainted and learning the ways of the schoolroom, comparing experiences, and *making* things. There had been many and wonderful blackboard stories with white and colored crayons).

Then one morning she called a little boy to stand beside her at her right hand. "How many little boys have I at my right hand?" she asked. "One little boy," answered the children. She called another to stand on her left. "How many have I at my left hand?" she asked. "One," said the children. "And how many have I beside me?" she asked, laying a hand on the shoulder of each. "Two," said the children. "Then," she said, touching first one and then the other, "how many little boys are one little boy and one little boy?" "Two little boys," they said. "One little boy and

one little boy are two little boys," she said. "Shall I teach you to write that, children?" The children were eager. This is how she wrote it:

$$1 \text{ stick figure} + 1 \text{ stick figure} = 2 \text{ stick figures}$$

She explained that 1 meant one, 2 meant two, + meant and, and = meant are. She called several to the board to make these several signs, and at last allowed those who wished, to put the whole story on the board, while others put the same on paper at their desks.

Then she gave each a fresh, ruled sheet (ruled for the primary grade, with wide spaces between the lines), and told them to write this story three times:

While they wrote, she watched their work, calling their attention to the direction and proportion of lines, the forms of figures, etc., and to the little dot at the end.

When the five lines were done, the first number lesson was over and the papers were taken home.

First written number lesson:

$$1 \text{ stick figure} + 1 \text{ stick figure} = 2 \text{ stick figures}$$

$$1 \text{ stick figure} + 1 \text{ stick figure} = 2 \text{ stick figures}$$

$$1 \text{ stick figure} + 1 \text{ stick figure} = 2 \text{ stick figures}$$

When the time for the second number lesson came she said, "Yesterday I called two little boys to stand beside me. Whom else might I call?" "Two little girls," said the children. She did so and then wrote the story.

$$1 \text{ stick figure} + 1 \text{ stick figure} = 2 \text{ stick figures}$$

This caused great amusement among the children.

"Suppose," she said, "I should call two little dogs, what would the story be?"

"One little dog and one little dog are two little dogs," said the children. So she wrote:

$$1 \text{ dog} + 1 \text{ dog} = 2 \text{ dogs}$$

Then she called for other stories, and there arose at once a great spirit of rivalry as to who could tell the greatest number of new stories. They came so fast that she could not write them, and was forced to call in helpers. So the game became that each should write his own story on the board, and the others should read it.

So again there was great merriment over the pictures drawn and the wild guesses as to what

they were. Then, at last, when the stories were multiplied, she said, "Are one and one always two?" "Yes," said the children. "Then," she said, "this will be our lesson today," $1 + 1 = 2$. This was written for desk work, five times, with greatest care, and carried home.

Second written lesson:

$$1 + 1 = 2$$

$$1 + 1 = 2$$

$$1 + 1 = 2$$

$$1 + 1 = 2$$

$$1 + 1 = 2$$

"Already we have reached abstract number," she told herself.

[TO BE CONTINUED.]

Inspiration

The greatest thing a child ever gets in the school or the adult in the college is not the subject matter, but heart contact with great personality. To be given the key of interest and to be inspired to great deeds is the *summum bonum* of all the pupil can get from the teacher. There is more education in a single hour in the imparted touch from a great soul than in years of mechanical schoolroom grind. It is not a question of long hours of the formal school or of what studies, but *with whom*. The student, be he man or child, who has been lifted to the heroics of inspiration and purpose, possesses the fundamentals of his education, to which everything else is accessory. Uplift, vision, and inspiration—these are the master keys which unlock the doors of all progress and delight.—*Preston W. Search, in An Ideal School.*

Mistakes

Say informed, not posted; try to go, not try and go; you ought, not you had ought; the foregoing, not the above; I think or suspect (not expect) a thing has occurred; seldom if ever, not seldom or never; feel bad, not feel badly; I must go, not I have to go; fewer (not less) pupils or members; just as lief, not just as soon; really good, not real good; a person, not a party; wholesome food, healthful climate, not healthy food or climate; make an experiment, not try an experiment; arrange, prepare or mend, not fix.—*Western Teacher.*

You might read all the books in the British Museum (if you could live long enough) and remain an utterly "illiterate," uneducated person; but if you read ten pages of a good book letter by letter—that is to say, with real accuracy—you are forevermore in some measure an educated person.—*John Ruskin.*

Genius is the alarm clock of the sleeping centuries.—*Jean Paul Richter.*

Holidays for First and Second Grades

Celebration of Holidays.—The great holidays of the year have both a religious and national significance. One is strictly national. All holidays are celebrated in school, or should be, for the purpose of giving children high ideas of institutional life; and the effort of the school should react in two ways, in gradually inculcating a love of the good, the true and the beautiful, and in creating a growing desire to be helpful. The "morning talk" should include the "story," or the examination of pictures, or discussion of relics or any objective material; or, infrequently, consist of a "dramatization."

Dramatic Interpretation.—Oral and written representations are not the only nor the most important means of expression for children. The most natural request of the child, upon hearing a particularly interesting story is, "Let's play that!" In this request lies the teacher's opportunity; for in no more effective way can the constructive imagination be trained than in the effort to project one's self into a situation or story. When the desire is expressed the teacher should respond with the question, "How shall we play it?" thus throwing the burden of constructive effort upon the children. The play may be a pantomime, or action and dialogue, or action, dialogue and explanation.

In the presentation of the following topics for grades one and two we have taken the holidays that are either national or extensive in their local interest. The Columbus birthday celebration not only contains a number of stories of the boyhood of Columbus, but it lends itself to the thought of what the great discoverer found in the new world—namely, the Indians.

Thus, at the outset, September and October offer the season for Indian study. In November and early December the Thanksgiving celebration forms the subject for stories connected with the Pilgrims and Puritans. Desire to share one's bounty with others, and a spirit of gratitude may well be taught with this celebration. The Christmas celebration is of course centered around the thought of making something for somebody else, which is to be hung upon the Christmas tree either in the schoolroom or at home. The holiday program should consist of little songs and verses, and possibly little plays, that are to be prepared especially for the occasion.

The stories for January and February can be centered about Lee's and Washington's birthdays. The colonial heroes of local fame in every State have had a childhood with some anecdotal interest. These stories, together with the stories of Washington's boyhood, prove of interest to the children in these grades. March, April and May offer stories of the Revolution and the Civil War centering around Memorial Day, May 10th.

The successful story teller who holds the children's attention may not only enlarge the list of subjects given her, but she may at any time add

broadly to the course, as the demands of the class seem to require. No exact length of time for each talk is prescribed in the program. Ascertain amount of interest is to be aroused, with a certain return of childish expression, oral in the first grade and both oral and written in the second grade. That is the purpose of the work in these first grades.

Method.—The development of each subject which is presented in the stories ought to be adapted to the child's capacity, and no story should be attempted until the concepts presented in the story are understood by the children. Word study and picture study and object study are therefore most important as a basis for these stories. Whether it be a wigwam, a papoose, a cocked hat or a shield, the children must be able to make a mental picture of these things before the story has any real use as a foundation for knowledge. In telling stories to the first grade it is absolutely necessary, in order to hold the attention of the children, to gather the little ones about the teacher as a mother gathers her own children about her knee in telling stories. And the story teller must expect to be interrupted and to interrupt herself constantly, in order to expand and repeat. By the second year, however, attention and concentration have been so developed that the teacher can present her story with more or less dramatic power. The better the story teller the more successful the classroom result.

All stories, as far as possible, should be taken from the best literature and be made over into child language by the teacher, rather than that mediocre story books should be used as a basis for this work. Throughout these two grades it is to be supposed that in the English work there is also going on a systematic course of story work in nursery rhymes, fables, fairy stories, and myths and half legendary tales. In many history courses the literary and historical stories are inseparable. If our course in history does not present specific outlines of such stories it is not because we do not believe in them, for we heartily do so. It is because we take for granted that today all English courses begin work in the primary grades with special emphasis upon mythology and tales.

STORIES FOR OCTOBER: COLUMBUS AND THE INDIANS.

1. Story of Columbus's Boyhood.
2. Story of His First Voyage.
3. Story of Landing.
4. Stories of Indian Wigwams and Furnishings.
5. Stories of Indian Sports and Games.
6. Stories of Indian Occupation.

Blackboard drawings of Columbus stories: "Ships at Sea," "Sailors."

Blackboard drawings of Indian stories: "Indian Chief," "Canoe," "Wigwam."

Construction: Wigwam made of poles and fur rugs containing Indian relics, etc., or a sand table fitted up with an epitome of Indian life.

Ideas Gathered at the Jamestown Exposition

By MARY CULLUM WILEY

Paper Cutting.—Free-hand paper cutting is used by many first and second grade teachers, not only as busy work, but as a means of teaching language, and in some schools number work as well. For instance, in the Norfolk city schools, the Supervisor of the Manual Training Department tells me all primary number work is done with freehand cutting—it requiring only three minutes to illustrate such “examples” as:

Five cats on a rail.
Two ran away.
Then there were three.

For teaching expression, paper cutting is especially effective. The days of the week are taught and the little first grader writes: “We go to church on Sunday.” Then he cuts out a tiny church and pastes it beside his “story.” “We wash on Monday.” He shows this with a wash-tub—one of his own making—a board and a clothes-line. “We iron on Tuesday,”—he cuts out a tiny iron, a table, and a stove. “We mend on Wednesday, visit on Thursday,” etc., all this he takes delight in telling with pencil and scissors. He hears the story of Hiawatha. With what eagerness he makes his scissors tell that story. Just so with Mother Goose stories, Little Red Riding Hood, the Pied Piper of Hamelin.

Illustrated Language.—All language work in the best exhibits is illustrated. In our own State exhibit, the Goldsboro schools have a fine display of such language work, beginning with the simple work of the primaries,—a bright colored picture, a sentence or two about it and ending with original stories illustrated with pen-and-ink sketches. One of these stories, “The Soliloquy of a School Clock,” has attracted considerable attention.

In the Georgia exhibit, the picture work is especially good, little first graders composing such stories as:

This is a little Mexican boy.
He has a flag in his hand.
He is standing on a round world.
I think he is a dear little boy.
Do you no his name? (The spelling is given as the child wrote it).
His name is Henry.

In the Boston exhibit, the language work (compositions, written work in history and geography) is most beautifully written and illustrated with original water colors, pen sketches, photographs taken by the pupils themselves, pictures cut from magazines and papers. This is true of the St. Louis schools; also the Connecticut public schools.

Writing and Drawing.—In comparing the written work of our schools we find that we are wo-

fully behind our sister schools in the matter of writing. Writing is taught in the Northern schools as an important subject, and we noticed in the Connecticut exhibit that specimens of the teachers’ writing were given as well as that of the pupils.

Our schools are behind in drawing too. That is, all but the Salisbury and Asheville schools,—judging from the specimen work on exhibition entirely. Not even Boston, however, surpasses the two schools mentioned in free hand drawing, pen and ink sketches and water colors. The drawing exhibit from the Georgia schools is good, one water color, “Rip Van Winkle,” by a fifth grade pupil, being especially noteworthy; also caricatures of Bryan and Roosevelt.

Product Maps.—The product maps of the various schools are suggestive.

First, there are the regular product maps. Some schools just have the pupil draw the map and print the names of the products on it; others have the products drawn, mostly in colors, others have the products drawn in the natural colors and by the side of each drawing a tiny bottle tied on containing a sample of the product. The relief maps are made of putty and the products either stuck or glued on.

One of the best of these product maps on exhibition is a map of New England made by a fourth grade in Alexandria, Virginia, schools. In the center of a large cardboard is pasted a printed map of New England, about 4 inches by 7. Around the map, tied neatly with narrow red, white and blue ribbon are the various products of the section: tiny bottles containing grains, etc., a toy horse, sheep, fish, wagon, boot, shoe, gun, etc., bits of marble, sandstone, slate, a paper of pins, spool of thread, piece of woolen goods, little doll dress, oyster shell.

Then there are the comparison charts. A large cardboard is divided into 16 squares, each showing by means of pen sketches or the real article itself, a comparison between the United States and the world, in population, crops, cattle. For instance, in one square, marked corn, four grains of corn are pasted in a row, marked U. S., 4, and underneath, one grain, marked the world; thus showing at a glance that one country produces four times as much corn as the rest of the world. Another square shows, by a drawing, one sheep above, marked U. S., ten below, the world that we produce one-tenth of all the sheep raised in the world.

Thirdly, there are the charts showing the woods native to certain localities, the cereals, the birds, the fish. An eastern county of Virginia has an interesting display of these maps

showing the growth and development of the oyster and of the clam.

Holiday Books.—The "Thankful Books," gotten up by the West Virginia schools are unique. Every Thanksgiving the children from the first grade up, prepare booklets (designing the covers themselves) and write out a list of the things for which they are thankful. They made Christmas books also and books for Washington's Birthday, making the backs during the regular drawing period, and doing the literary work during the special hour set aside for such work on Friday afternoons.

For third and fourth grades, the dressing of dolls in the costumes of the countries studied is interesting and instructive. While the girls are doing this work, the boys might be making geography tablets, such as are on exhibition from the St. Louis schools. In these books one page is devoted to cotton, the pupil fastening in some of the cotton seed, a bit of lint, some thread, cloth, etc., and writing about each. Another page is given to sugar cane, another to turpentine, and so on.

Scrap Book.—The fifth grade, Goldsboro, has on exhibition an interesting grade scrap-book, in which are preserved the quotations memorized by the grade, the Bible selections, drawings, representative picture work and compositions, written work in grammar, history, programs of class celebrations and most interesting of all, a bit of class diary marked "locals." Under locals we see that on "September 10, school opened; 15 boys present and 16 girls."

"Oct. 1st. We were so glad to see Mr. Brooks back after being absent two weeks on account of sickness. We had an illustrated poem on the board and he said, 'Oh, your board looks pretty!'"

"Oct. 15. Not a girl nor boy was absent or tardy in our room today." Another interesting feature of this scrap book was the department marked "Our Work." It seems this grade made a practice of corresponding with other fifth grades in other towns and exchanging postcards.

So much for this time. This is but a hint of what the wide-awake, progressive teacher may learn from the educational exhibits at our Jamestown Exposition.

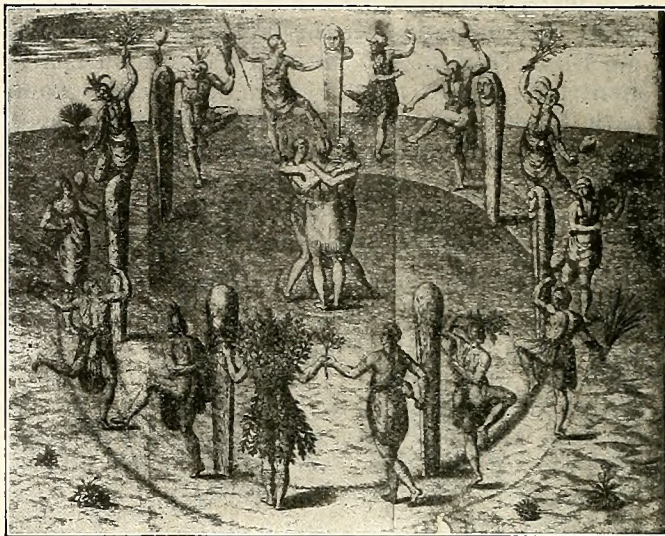
When I hear a young man spoken of as giving promise of high genius, the first question I ask about him is always—"Does he work?"

Nobody really knows about any subject until "its length, breadth, and height are equal" in clearness in his own mind.

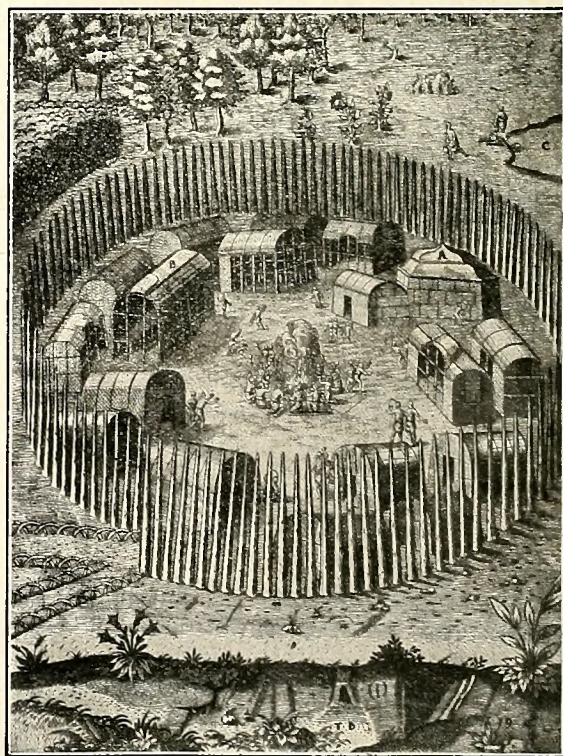
General Lee, when asked to describe his war-horse, Traveller, replied, "I can only say he is a Confederate gray."

N. C. History for Young People

Teachers in North Carolina have looked forward for sometime for a North Carolina history that could be used with profit in the schoolroom—a history that tells the life struggle of the people, and tells it in such a manner as to arouse the interest of the older students and to give



them a keener appreciation of what the past meant to our ancestors. The Young People's History of North Carolina, by Prof. D. H. Hill, of the Agricultural and Mechanical College, Raleigh, N. C., supplies this need. It corrects a few wrong impressions, such as found their way



into the older histories, and covers the scope of North Carolina history for the advanced grades in an unusually attractive and interesting manner. Prof. Hill has gathered together here the

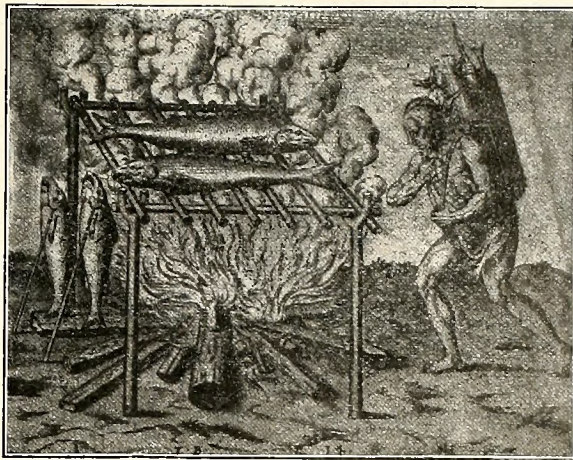
best collection of illustrations that has ever been brought together for use in history teaching in the North Carolina schools. A few are given here to illustrate Indian life in North Carolina when Amadas and Barlowe first reached these shores.

The Indians lived in villages, and were constant visitors. Their houses were generally



framed poles. The top and sides of the houses were covered with bark or with mats woven of rushes. See Indian Village. At first the English

made friends with the Indians and visited them in their villages and dined with them. Notice how the Indian cooked his fish, and boiled his corn. After awhile the Indians became un-



friendly. The English could no longer visit them. Hostility existed, wars broke out and continued to break out until the Indians were driven out of North Carolina. Notice the Indian war dance, a ceremony the Indians engaged in before going to war.

This book should find ready use in the schools.

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E. C. BROOKS, Editor.

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Volume II. OCTOBER. Number 2.

The new county superintendents just entering upon their duties show much enthusiasm.

In the Durham city schools there were only two tardies the first week out of an attendance of 1,766 students.

Mr. Holland Holton, who graduated at Trinity College last June and who is principal of the county high school in East Durham, stood the best examination of all the applicants for high school certificates.

Is there a single county superintendent that will undertake to supervise his schools this year without a county association? Supt. R. B. White's speech on this subject was powerful, unanswerable, and sufficient.

The five-year teacher's certificate will help materially in bringing about a uniformity of teacher's certificates. In some counties the standard is low. All first grade certificates should as soon as possible rise to the grade of the five-year certificate.

The Montreat meeting goes down in history as the best yet. The unity of purpose, the fine spirited fellowship, the prompt attendance at all the meetings, the loyalty to and respect for the State superintendents are evidences that we have made and are making great progress.

Do you give entertainments and invite the parents to see what the children have done and can do? In some graded schools, the superintendents have Exhibition Day. The children and

parents look forward to the event with as much interest as the farmer does to the county fair. The county schools should do likewise.

Alas! It has been discovered that Paul Revere never made that ride. Somebody rode that night, though, through every Middlesex village and town; and Paul was on duty elsewhere. The Bostonians should hunt up the forgotten rider, and give a credit entry opposite his name.

Do the city superintendents know what season of the year is best suited for planting trees and shrubberies in the school grounds? Look it up. The grounds in many cities are barren, ill-shaped, gully washed and forgotten. They err grievously who think all education is found in text-books or even in schoolrooms.

The pictures appearing on the first page of the magazine may be removed and framed and hung in the schoolroom. We will publish one in each issue and by the close of the year the teacher should have a good collection for her schoolroom. Directions for picture study are given elsewhere. The first subject was "The August Presence," or the Old Time Schoolmaster.

What are the city school teachers doing to aid public education? The county superintendents complained at the Montreat meeting that it is difficult to secure the active assistance of the city superintendents and their teachers. There are many things that the city schools can learn from the county schools. Don't be too sure that the city schools are the best schools in the State.

The county superintendents passed a resolution endorsing unanimously the bill introduced in the House of Representatives of the Congress of the United States "to provide an annual appropriation for industrial education in high schools." This bill should become a law. It would stimulate rural education more than any other foreign agency. It is the kind of federal aid that is needed.

Teacher, listen! Every subject discussed at Montreat led up to you. The superintendents declared positively that they would show favoritism in the future, that the live teacher who tries to improve herself, shall receive more salary, and the indifferent and time-serving lady or gentle-

man who makes her or his appearance in the schoolroom for the purpose of teaching out the money, shall receive less and less salary.

The NORTH CAROLINA JOURNAL OF EDUCATION is open to the teachers, committeemen, county boards, and superintendents for discussion of any question pertaining to school work, but no article will be printed that deals in personalities or abuse. There is too much to do and life is too short to spend our time in dragging out old skeletons and keeping alive animosities and personal or sectional jealousies. Remember this and stick to the great issue before the people.

Supt. J. M. Way, of Randolph county, who has served as county superintendent for several years, has resigned to enter the Sunday school work of South Carolina. Superintendent Way has done a fine piece of work in Randolph county. In bringing about local taxation, consolidation, the improvement of schoolhouses, and the establishment of libraries. He has done a work that will last. He stood for the truth and promoted progress. His successor is Prof. E. J. Coltrane, who enters the field with hope and enthusiasm.

Teaching Patriotism

Hero worship may belong exclusively to the past, but the schools should foster a deep respect for and a keen appreciation of those men in the present, as well as the past, whose mission is to elevate humanity, to keep its faith warm, and to direct its energies. To be a patriot is to rejoice in the prosperity of one's country and to take pride in the glory of the State and the nation; to seek the gift of prophecy and the knowledge of freedom; to heed what is just against temporary expediency; to be an apostle of enlightenment whose faith is glorious and whose love of order and fairness is guided by the holy rites of justice and charity, controlled by equity, not prejudice, and never confounded by the wild clamor of the rabble, nor the veneered lawlessness of the upper estate.

The North Carolina Journal of Education

The county superintendents in session at Montreat left no doubt in the minds of the people as to their attitude to the NORTH CAROLINA JOURNAL OF EDUCATION. When a financial statement was read showing that Mr. H. E. Seeman, the business manager and publisher, had lost money

through lack of support, several superintendents were on their feet at once. "How many subscribers at these low club rates will it take to place the JOURNAL on a safe basis?" was asked. "Six thousand," was the reply. "Call the roll and let each superintendent guarantee so many," was the response. The roll call began. When the members began pledging one hundred, and one hundred and fifty each, the way was not long, and before the roll call ended the number had passed six thousand, and the JOURNAL was safe. This is the largest patronage ever given to any educational journal in North Carolina.

North Carolina Day

One day in every school year is set apart by an act of the legislature for the purpose of fostering in the hearts of all school children a larger love of and respect for the Old North State and her achievements. October 12 is the day designated in the act, but the schools are given the liberty of selecting any other date during the school year, provided this date is not convenient. In many of the counties the schools are not in session on this day, hence the majority of the schools celebrate the day sometime in December.

The State Department is now at work on a program which will be issued at an early date and forwarded to the county superintendents for distribution. The subject for this year's celebration is "The Scotch-Irish Settlements," with special reference to settlements in the counties of Mecklenburg, Rowan, Iredell, Lincoln, Gaston, Guilford, Orange and Alamance.

The teachers and superintendents should keep this event in mind and make North Carolina Day one of the most important events of the year. On this day all local or sectional prejudices should be laid aside, all political controversies should be hid away from view, and the children should be taught a lesson in patriotism. This can be done only in the proper spirit.

High School Teacher's Certificate

Another examination for high school teacher's certificate will be held at the county seat of every county in the State on October 11 and 12. Applications must be filed in the office of the State Superintendent of Public Instruction on or before September 30. This examination covers the usual high school subjects. The examination given last July is published elsewhere for the benefit of all applicants. In addition, examina-

tion will be given in the following: Physics, Agriculture, Greek, Latin and German. Any one who passes in any one of these subjects will have the same specified in the certificate. In order for an applicant to become a principal of a public high school, he must hold a certificate covering one of the following: Latin, Greek, French, or German. The former examination required Physics and Agriculture, and limited the privilege to a choice of only Latin and Greek. Now there is a chance for graduates in scientific courses, some of which include no Latin and Greek, but do include a modern language.

The test of requirements necessary before issuing a certificate without examination, is not simply graduation from a college of high rank and a year's experience in teaching high school subjects. Conclusive evidence of the applicant's *fitness to teach* is the criterion. Unless the evidence is entirely satisfactory to the Board of Examiners, the applicant must stand an examination.

Perhaps not more than half the high schools have secured principals. Strong teachers are needed. The salary ranges from \$75 to \$125 a month. This increase in salary is but another evidence of the deep seriousness of the people to have better schools.

Program for County Teachers' Association

It is conceded that the superintendents cannot improve their teachers without a teacher's association. As Superintendent White said, "When the teachers come together in their weekly or monthly meetings there is a unity of forces, a oneness of spirit—something like the spirit, discipline and comprehension of an army." Such an association is worth more than the institute for it is through the association that the methods of the institute are put into practice.

What is greatly needed is a good program, and a live superintendent who can infuse life in the teachers and arouse them to do the greater part of the work in the association.

The following program is offered for consideration, and the superintendents are invited to criticize it, to amend it, or to submit a new one. What is desired in a workable program:

I. THE ENROLLMENT.

1. How many students have entered since the first of the month? Why did they not enter earlier?
2. How many stopped school during the month,

and what effort was made to secure their attendance?

3. How many on the census not enrolled, and why are they not in school?

II. ATTENDANCE.

1. Why do students not attend regularly?
2. What methods have you used to secure attendance and what do you consider the best method?
3. Are the parents sufficiently interested in school and how are you trying to keep the interest alive?

III. IMPROVEMENTS IN HOUSE AND GROUNDS.

1. Have you organized the patrons of the district in an association to improve the house and grounds?
2. Could you make such an association helpful?
3. Are the children taught to take any interest in these improvements?
4. What interest do you take apart from any organization that may be effected?

IV. REVENUE FOR IMPROVEMENTS.

1. Are the parents willing to contribute money or labor for these improvements?
2. Have you devised other means for raising money?
3. How much has been raised for public improvements?

V. EXHIBITION OF SCHOOLROOM WORK.

1. What subject can you teach best? Bring work from the pupils and place it on exhibition for benefit of other teachers and tell how interest was aroused.
2. What subjects are most uninteresting to children? How was interest aroused in other subjects? Why is there lack of interest in these subjects?
3. Appoint two or three teachers to study these uninteresting subjects.

VI. THE PARENTS.

1. Do the parents take interest in the school work?
2. Do you give school entertainments and invite the parents?
3. Do you exhibit work of the children in these entertainments?

VII. THE SUPERINTENDENT.

1. What subjects are the teachers most deficient in?
2. How are they improving themselves? How is the association aiding them?

3. Do the teachers know how to use the rural library?

VIII. TEACHER'S READING COURSE.

1. How does this improve the teacher?
2. How does it aid the teacher in the classroom?
3. Is it made applicable to the work in the school?

This is a comprehensive outline. Too much for one meeting. Each county superintendent may study this and select such as would be most helpful.

A teacher's meeting is incomplete if the teacher fails to exhibit her work. New teachers can learn more in a few hours by observing the work of pupils than by lectures on these same subjects. Every teacher should keep for inspection some of the best work of every pupil for the inspection of the parents.

This program is made for the superintendents and discussion on any or all of these questions is desired.

N. E. A. Appropriations

The National Education Association, in session at Los Angeles in July, made appropriation for investigating the following important subjects:

Five hundred dollars for a new committee to make a preliminary investigation of the culture element in education, and into the average time devoted to school and college education.

Five hundred dollars for a committee to investigate the teaching of ethics in the schools.

Five hundred dollars for a committee to investigate the causes of the growing shortage of teachers prevailing in several parts of the country.

Five hundred dollars for a committee to investigate the provisions made for the education of exceptional children.

Five hundred dollars for a committee to investigate manual training in the schools of the country.

Five hundred dollars for the promotion of a plan for a National University at the Federal capital.

The Franklin county case has been argued before the Supreme Court. Is education a necessary expense? This is the question to be decided for the State.

The most effective way to curse a boy is to work for him and not with him.—*Mabie*.

Township Meetings

By SUPT. C. W. MASSEY, of Durham.

Our township meetings for the school year 1906-07 have been more helpful than ever before. At each meeting a table was placed upon the blackboard containing the following items:

Names of schools in the township, census, enrollment, average attendance, number of families not sending to school, number of illiterates, number of books in library, number of books read, and number and kinds of punishments inflicted. The above items for each school were given in figures. These were discussed about two or three hours. Especial effort was made to learn all about those families who do not send to school, and the illiterates in the various districts of the county. Some very interesting facts were brought out. One of these was that wherever a teacher had made an effort to become acquainted with the patrons, the attendance was fine and the support given the school excellent, and whereas the teacher had stood aloof from the patrons, the attendance ranged from *fair* to *poor*. It was clearly brought out in numbers of instances that illiteracy cannot live in the same district with a live, determined teacher. Some instances were found where whole families of this class, ranging in age from 6 to 20 years old, had been brought into the school and given a start. In many districts every family had been reached. The recital of some of the experiences through which the teachers had passed in their efforts to reach and interest those who had not been patronizing the schools, was quite touching, and showed the heroic spirit that prompted them.

Another fact brought out at these meetings was that wherever you can get a parent to visit the school you can always get him interested in the school.

The library and its uses was also discussed.

In discussing punishments it was found that corporal punishment has been almost entirely abandoned.

After discussing the above items, we usually took up the subject of reading and ascertained how it was being taught in the schools. This was very helpful to the teachers, as it enabled *all* the teachers to study the methods being used by those best trained in teaching this important subject.

The discussions all over, usually a big dinner followed, then a social session, and the day's work was ended.

The whole universe is on the side of the man who tries to rise. "According to your faith be it unto you," is the unchangeable law of God's word.—*Henry Turner Bailey*.

If you wish to make a child faithful to his word be discreet in requiring him to give it.—*Rousseau*.

Practical Drawing

By A. C. WEBB

Supervisor Drawing in Nashville City Schools

Drawing is an ancient art. The Egyptians and Babylonians practiced it even before the Bible was written.

Drawing is useful. Not only is it the basis of all decorative work, but our houses are built, our bridges constructed, and our machines for doing all kind of work are made according to plans expressed in drawings. In fact, drawing lies at the basis of all our material improvements, for without it no invention of any consequence can be perfected or patented.

Fortunately the idea is false that drawing requires peculiar "talent." Experience has proved that any one can learn to draw well enough to express his ideas clearly and easily as he can learn to write. Who thinks now that the ability to write should be restricted to those who in the end become fancy penmen? Patience and perseverance under intelligent guidance will bring success.

There are only a few underlying principles which need be mastered, and these are simple. Many people fail because they begin in the wrong way. They try to do the most difficult things first. Instead of taking for their first model some simple object, as a leaf, a blade of grass, an apple, or an orange, they undertake to sketch the human face, and naturally fail. Our admonition to the inexperienced is, "Be content with a simple beginning; as a child, you crawled before you walked and babbled before you talked."

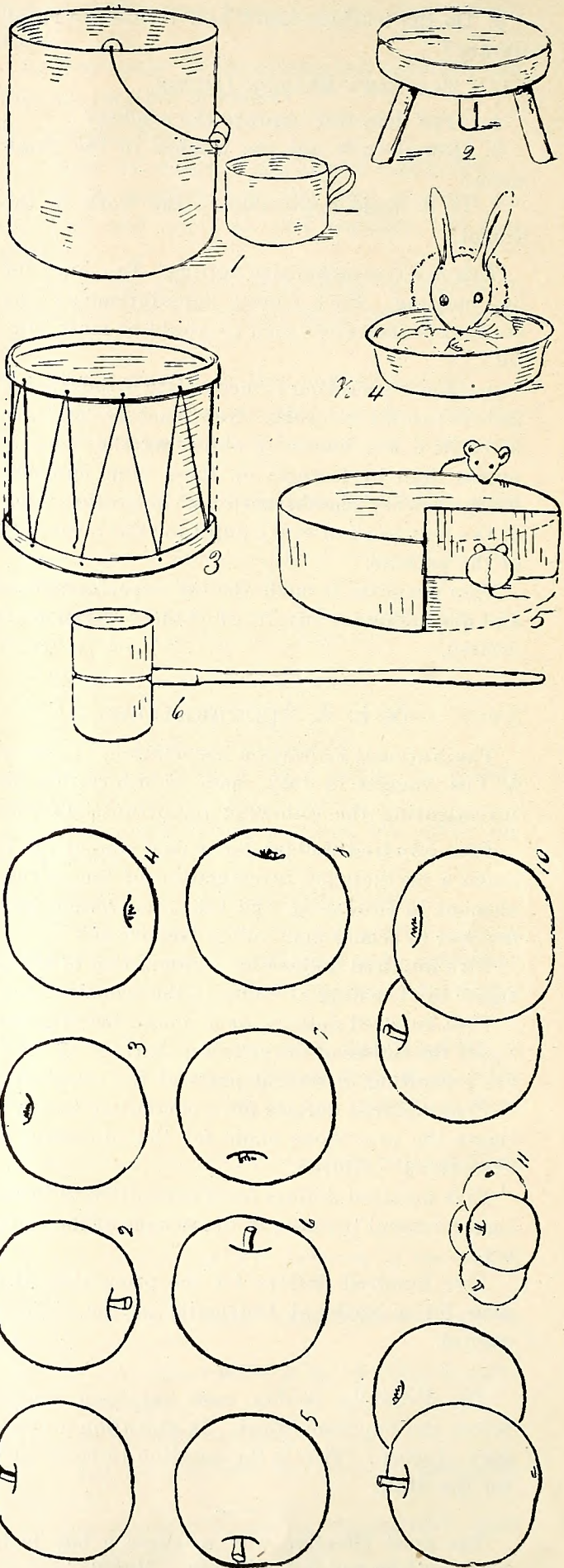
Southern schools have usually neglected drawing, but are fast turning their attention to it, and Southern teachers who expect to occupy the best positions may well afford to qualify themselves in this respect. The demand is growing rapidly, and is already greater than the supply. Those who become proficient will surely profit by it.

The system of drawing needed in the schools of the South is one that will tend toward the development of skill of the hand and keenness of the eye rather than to fine art for art's sake,—a system that will help in the industrial development of the South. Furthermore, to meet existing needs it must be simple, so that regular teachers of other branches can use it, attractive so as to arouse the interest of pupils and patrons, and inexpensive so as to be within reach of all classes.

The personal experience of the editor of this department as a boy, as a man of affairs, and as a teacher has taught him the real conditions of Southern life, and what he shall say in these columns will be said with these conditions in mind.

A WORD TO THE TEACHER.

Power to draw, like power to read, write or construct things of beauty or usefulness, affords pleasure. It is a real source of enjoyment. Did you ever see with what delight the child exhibits



its first recognizable drawings? Have you not observed, too, how much more interest there is in a class when the teacher can illustrate her work by sketches made rapidly on the blackboard?

The materials really needed for the study of drawings are few and simple,—a first-class soft pencil, some good white paper, and some simple, correct drawings to suggest the method of expression. The drawings shown herewith are a good illustration of a suggestive drawing. Those who observe them carefully will see somewhat how to represent objects both as to outline and as to light and shade. In practice, drawing should seldom be made smaller than these. Small drawings do not develop skill as large ones do. There are some things that ought to be encouraged and some to be discouraged in teaching drawing. We have made two little collections of these, and recommend that careful attention be given to them. They are as follows:—

THINGS TO ENCOURAGE.

1. Observation of the forms, properties, and uses of things.
2. A mental comparison of the different parts of an object before beginning to draw it.
3. Light pencil holding and a free movement of the hand.
4. Large drawings.
5. Very light lines for the preliminary sketch and broader accented lines for the finished drawing.
6. Collection of objects of interest suitable for drawing in the class.
7. The use of drawing in other studies, such as composition, nature study, geography, and language.

THINGS TO DISCOURAGE.

1. Sitting in a cramped position or sprawling over the top of a desk.
2. Holding the pencil near the point with a grip that would choke the life out of an animate object.
3. The unsanitary inherited habit of wetting the pencil in the mouth before drawing a line. Good pencils need no such encouragement.
4. The excessive use of the eraser in both pencil and blackboard drawing.
5. The use of rulers, compasses, box lids, bottles, strings, or any mechanical helps whatever for drawing straight or curved lines.
6. Carelessness in keeping and using material.

Let nature be your teacher.

Sweet is the love which nature brings;
Our meddling intellect
Misshapes the beauteous forms of things.
We would murder and dissect—
Enough of Science and of Art;
Close up those barren leaves;
Come forth, and bring with you a heart
That watches and receives.

—Wordsworth.

Shall and Will; Should and Would

Rule.—*Shall* and *should* in the first person, and *will* and *would* in the second and third person, are required to express a condition beyond the control of the will.

EXAMPLES.

- I shall* like her very much, I know.
You *will* like her when you meet her, and so *will* your brother.
I should like her if she had a better disposition, and so *would* you and your brother.
I shall be disappointed if he does not come, and so *will* you and your sister.
I should be disappointed if he did not come, and so *would* you and your sister.
I shall regret my inability to be present.
You *will* be sorry if you do not go, and so *shall* I.
I shall be obliged to return home.
I should be obliged to return if he were to fail to come.
I should be ill if I were to eat this food.
I shall dislike her if she continues to act in this way.
I shall be fatigued if I walk to the city.
I should be fatigued if I were to walk to the city.
I shall be happy to meet her.
I should be happy to meet her if she were to come.
Note that when it is correct to use *shall* and *should* in the first person, it is correct to use *will* and *would* in the second and the third.—*Correct English.*

Picture Study

The teachers will find in each issue of the JOURNAL a reprint of some famous picture suitable for use in the schoolroom. These pictures are so reprinted that they may be cut out, framed and hung in the schoolroom.

In addition to this use they may serve as the basis of language lessons. The subject in this issue is "Study." Use it as a subject for language lesson in either the third, fourth, fifth or sixth grades.

1. Describe the student's room. What evidences are there that it is a study room?
2. Describe the student. What is he at work on?

3. Is this a good picture?

Write a composition on this picture, using the above topics as outline.

The beautiful souls are those that are universal, open, and ready for all things,—if not taught, at least capable of being taught.—*Montaigne.*

The ever new life should ever create the school anew.—*Herbart.*

The North Carolina State Normal and Industrial College

Scholarship

Culture

Service

The State's College for Women, centrally located amid pleasant and healthful surroundings, offers exceptional advantages for liberal culture and special preparation for professional service.

Able faculty of 55 vigorous workers; 845 students. New buildings and improved equipment with enlarged facilities for comfort, convenience and safety. Steam heat, fire protection, sanitary plumbing, hot and cold water, gas and electric lights, model laundry, local and long distance telephones. Central dining hall, reception halls, reading rooms, library, music rooms, infirmary and literary society halls.

Spacious grounds, woodland park, ample provision for tennis, basket-ball and other forms of athletic recreation.

Health, a prime consideration. College Physician, Director of Physical Culture and Dietitian—all women—graduates of leading American educational institutions.

DEGREE COURSES.

Four regular courses of instruction, including work in English and History, Mathematics, Natural Science, Manual Training, Ancient and Modern Languages, Industrial Art, Vocal and Instrumental Music, Domestic Science, Physical Culture, and thorough instruction in the Principles and History of Education and in the Science and Art of Teaching. Reasonable latitude for specialization with choice of courses

leading to the degrees of Bachelor of Arts, Bachelor of Pedagogy, Bachelor of Science, and Bachelor of Music.

NORMAL DEPARTMENT.

Regular degree courses. Special brief courses. Training School of eight grades for practice and observation work.

MUSIC.

Newly organized courses in vocal and instrumental music leading to degrees.

COMMERCIAL DEPARTMENT.

Thorough and practical instruction in Shorthand, Type-writing and Bookkeeping.

MANUAL TRAINING.

Best equipped department in the South. Elective courses open to regular students for those who wish to become teachers of Manual Arts.

DOMESTIC SCIENCE.

Practical instruction in the arts pertaining to the home and family—cooking, sewing, cutting and fitting, care of sick, sanitation and household economics.

Expenses moderate; total for tuition paying students, \$170 a year; total for free-tuition students, \$125 a year.

Fall term begins September 18th.

FOR CATALOGUE, ILLUSTRATED PAMPHLET AND OTHER INFORMATION, ADDRESS

J. I. FOUST, President, Greensboro, N. C.

Normal College Notes

The college authorities are unusually gratified at the fine opening this term. All things, even the weather, were propitious and the student body, over five hundred strong, came in promptly. They have settled down to regular work with an earnestness of purpose that will insure a successful year.

There are about fifty members of the graduating class—the largest in the history of the institution.

Two years ago there was offered for the first time a special course in pedagogy. For several years previous to this time there had been offered a two months' course in the spring and fall. Quite a number availed themselves of this short course, but it was felt to be inadequate, hence the new one-year course was offered. Those entering this course are, as a rule, either graduates of some college or teachers of some experience who feel their need of special training. Last year there were six who took this course. This year about fifteen have registered for the special course, which includes in one year's time the work in pedagogy covered in the Junior and Senior years in college, together with observation and practice work in the training school, under direction of the supervising teachers. This spe-

cial class, together with the regular graduating class, makes a total of sixty-five or more who are receiving special instruction in pedagogy and practical teacher training in the Normal Training School.

The dormitories are taxed to the point of overflow. The new wing to the Spencer Building was not adequate to the need and a private house near by has been rented as a dormitory.

The Students' Building has been completed during the summer. The interior finish is very beautiful. There is a certain harmony about it all that makes it one of the most pleasing of all the buildings on the College Avenue. The auditorium is especially handsome.

The training school has had an exceptionally good beginning. With Mr. J. A. Matheson as superintendent, Mr. R. A. Merritt as principal, and a corps of ten supervising teachers, together with special teachers of music, manual training and drawing, sewing (for girls of fifth, sixth, and seventh grades), the training school is in a position to be a force in the "evolution of teachers" for the Old North State.

As a further tribute to him, there has been placed in each classroom, in the pedagogy class room, and in the two offices, a neatly framed steel engraving of Dr. McIver. "Though dead, he yet liveth."

STATE CERTIFICATE FOR TEACHERS

FIVE-YEAR STATE TEACHER'S CERTIFICATE.

1. All applicants for five-year State certificates are required by law to file with their applications "a statement from the County Superintendent of Public Instruction of the county in which the applicant last taught, that the applicant holds a first grade certificate and has taught successfully at least one year."

2. The examination for these certificates will cover all the subjects named in Section 4087 of the Public School Law.

3. The examination will be held by the County Superintendent at the regular time and place fixed by Section 4162 of the Public School Law for the examination of teachers for county certificates.

HIGH SCHOOL TEACHER'S CERTIFICATE.

1. The law requires all applications for high school teacher's certificates to be filed with the State Superintendent of Public Instruction.

2. The law forbids any person to teach any subject in a public high school established under the high school act of the General Assembly of 1907 who does not hold a high school teacher's certificate covering that subject.

3. The next examination of applicants for high school teacher's certificates will be held by the County Superintendent of Public Instruction of each county on October 11 and 12. Blanks for such applications will be furnished to any applicant by the County Superintendent or the State Superintendent. Every applicant is required to fill out one of these blank applications and furnish the information asked therein. The questions for the examination are prepared by the State Board of Examiners, papers are graded, and the certificates issued by said board.

4. Every applicant who is a college graduate must file with the State Board of Examiners a certificate from the president or the secretary of the college attended as to graduation and standing, and furnish such other evidence of his preparation and experience in the high school work as may be required, before any application for a high school teacher's certificate without examination will be considered by the board.

5. The examination for the high school teacher's certificate cover the usual high school branches, including History, State, National, and General; English Grammar, Literature, and Composition; Advanced Arithmetic, Algebra, and Geometry; Physiology, Agriculture, and Physics; Civil Government; Theory and Practice of Teaching.

All applicants must pass satisfactory examinations in the foregoing branches.

In addition to these subjects, examinations are given in the following subjects, and those passing

successful examinations in those subjects will have them specified on their certificates, and will be entitled to teach the specified subjects in the public high schools:

GREEK: Grammar and composition, and 4 Books of the Anabasis.

LATIN: Grammar and composition, 4 Books of Caesar, 4 Orations of Cicero, and 6 Books of Virgil's Aeneid.

GERMAN: Grammar and composition and literature.

FRENCH: Grammar and composition and literature.

6. No person can be employed as principal of a public high school, or as the only teacher of high school subjects in said school, whose high school certificate does not cover one of the above.

7. All applicants for a high school teacher's certificate holding a first grade teacher's certificate issued within two years preceding the examination or a five-year State certificate will be excused from examination in those subjects covered by those certificates, provided satisfactory evidence of such certificate is filed with the State Board of Examiners.

8. The high school teacher's certificate will be valid for three years and subject to renewal without examination by the State Board of Examiners, upon such terms as may be prescribed by said board.

The following questions were prepared by the State Board of Examiners for the July examination:

ENGLISH.

1. Write a paragraph on the difference between grammar and rhetoric.

2. Tell what part of speech each word is in the paragraph just written, and classify your sentences as simple, complex, and compound.

3. Correct the following sentences and give your reasons:

(a) There was three boys and two girls present.

(b) If I was you, I should act different.

(c) It was not intended for you or I.

(d) Finding him asleep, nothing was said.

4. What are the requisite qualities of good style?

5. What is meant by saying that the paragraph is the unit of composition?

6. What is the chief difference between narration and description? The metaphor and the simile?

7. Contrast the characters of Macbeth and Lady Macbeth; of Brutus and Cassius.

8. Sketch briefly the lives of Milton and Johnson.

9. What do you consider Burke's strongest argument for conciliation?

10. What is the lesson of Lowell's "Vision of Sir Launfal?"

HISTORY.

AMERICAN HISTORY.

Answer any six of the following questions:

1. Describe briefly the settlement of the colonies of Virginia and Massachusetts Bay, contrasting the settlers, their aims and ideas, and the forms of government established.
2. What were the various causes which, united, brought the colonies into a condition of revolt from England, and finally aroused a desire for independence?
3. What conditions brought about the Federal Convention of 1787?
4. Contrast the political views of the Federalists and Republicans.
5. How did the United States acquire Louisiana?
6. What is the Monroe Doctrine, and what caused its promulgation?
7. Describe the Campaign of 1860, and tell its results.
8. What theory of government was established by the war and the subsequent amendments to the Constitution of the United States?

HISTORY OF NORTH CAROLINA.

Answer any four of the following questions:

1. Give an account of the first attempts at settlement in North Carolina.
2. What was the general attitude of the Lords Proprietors to the country owned by them?
3. Describe the Grand Model of government. Tell who wrote it and what became of it.
4. State the original boundaries of Carolina, and name its successive owners.
5. What was the effect of the Battle of Moore's Creek Bridge on the British campaign of that year?
6. Give an account of each of the following men: (a) William R. Davie, (b) Nathaniel Macon, (c) William Gaston, (d) Joseph Caldwell, (e) Calvin H. Wiley.

ENGLISH HISTORY.

Answer any four of the following questions:

1. State the reasons why Alfred may be considered a great sovereign.
2. Give the claims which William of Normandy had upon the English throne. How did he obtain the throne?
3. Describe the wresting of Magna Charta from King John.
4. Who was Wyclif, and what is his importance?
5. Give the causes and general results of the Hundred Years' War.
6. Describe the Revolution of 1688.

ARITHMETIC.

Solve any eight.

1. A boy bought $\frac{7}{8}$ of a bushel of nuts, sold 5-7 of them for what he paid for all, and the remain-

der at cost. If he gained \$1.50 by the transaction, how much had he invested?

2. A and B start from the same point and travel in the same direction. A goes 7 miles an hour and B goes 3 miles an hour. If B has a start of 5 hours, when will he be overtaken by A?

3. A boy cut off $\frac{1}{2}$ of the length of his kite string. He then added $45\frac{3}{4}$ feet, and found the new string was $\frac{4}{5}$ of the original length. What was this original length?

4. A agreed to hoe 7-9 of a field of corn while B hoed the remainder. After finishing, it was found that A had hoed 69 4-9 rows more than $\frac{1}{2}$. How many rows in the field?

5. A ten-acre field is in the form of a parallelogram. The shortest distance from one side to the opposite side is 25 rods. What is the length of the field?

6. The average depth of a certain rainfall was .25 of an inch. What weight of water fell on a lot 40 ft. by 60 ft., if 1,000 oz. of water measures a cubic foot?

7. A merchant sells goods to a customer at a profit of 60 per cent, but the buyer becomes bankrupt and pays only 70 cents on the dollar. What per cent does the merchant gain or lose on the sale?

8. A house is offered to me for \$2,400 cash, or for \$2,800 if paid in 15 months. If money is worth $4\frac{1}{2}$ per cent, how much better for me is the cash offer?

9. Out of a piece of paper 5 ft. 10 in. square is cut the greatest possible circle. How many square inches of paper are cut away?

10. A squirrel goes up a cylindrical post, making a circuit in each five feet. How many feet does it travel if the post is 20 ft. high and 6 ft. in circumference?

ALGEBRA.

Solve any eight.

1. Factor the following:

(a) $4x^{6m} + 4x^{3m}y^m + y^{2m}$.

(b) $85 + 12y - y^2$.

(c) $2mn - m^2 - n^2 + a^2 + b^2 - ab$.

(d) $(x^2 - 1)^2 - 2(x^2 - 1)(y^2 - 1) + (y^2 - 1)^2$.

2. Reduce to its lowest terms:

$\frac{a^2 - 12a + 35}{a^2 - 15a + 56}$

$\frac{a^2 - 15a + 56}{a^2 - 15a + 56}$

3. Reduce to its lowest terms:

$$\left\{ 1 - \frac{\frac{x^2}{y^2} - \frac{y^2}{x^2}}{\frac{x^2}{y^2} + \frac{y^2}{x^2}} \right\} \times \left\{ \frac{x^3}{y} + \frac{y^3}{x} \right\}$$

4. Find the value of x and y.

$$\left\{ \begin{array}{l} \frac{4}{2x} + \frac{6}{3y} = 14 \\ \frac{3}{3x} + \frac{10}{5y} = 11 \end{array} \right\}$$

5. A party which had hired a coach, found that if there had been 3 more persons, they would each

have had to pay \$1 less than they did; and if there had been 2 less, they would each have had to pay \$1 more. How many persons were there? How much did each have to pay?

6. The sum of $\frac{1}{2}$ of one number and $2\frac{3}{4}$ of another is 38; and, if 3 be added to the first, the sum will be equal to $\frac{3}{8}$ of the difference between the second and 8. Find the numbers.

7. A man has two square lots containing 272 square rods. The size of the larger is as much greater than 10 rods as that of the other is less than 10 rods. What is the size of each?

8. A picture, which is 18 inches by 12, is to be surrounded with a frame of uniform width, whose area is equal to that of the picture. What is the width of the frame?

$$9. \begin{cases} x\frac{1}{3} + y\frac{1}{3} = 6. \\ x + y = 72. \end{cases}$$

10. The product of two numbers is 48, and the difference of their cubes is 37 times the cube of their difference. What are the numbers?

GEOMETRY.

Take any six.

1. The sum of the three angles of a triangle is equal to two right angles.

2. A diameter perpendicular to a chord bisects the chord and the arcs subtended by it.

3. In the same circle or in equal circles, equal chords are equally distant from the center. Conversely: Chords equally distant from the center are equal.

4. If two chords intercept in a circle, the product of the segments of one is equal to the product of the segments of the other.

5. A square and a rectangle have the same perimeter, 100 yards. The length of the rectangle is 4 times its breadth. Compare their areas.

6. The area of a circle is equal to half the product of its radius by its circumference.

7. Find the area of a sector, if the angle at the center is 20 degrees, and the radius of the circle is 20 inches.

8. If a circle is circumscribed about any triangle, the feet of the perpendiculars dropped from any point in the circumference to the sides of the triangle lie in one straight line.

9. If the perpendiculars from the vertices of the triangle ABC upon the opposite sides intersect at D, show that

$$AB^2 - AC^2 = BD^2 - CD^2.$$

NOTE.—In proving a proposition, reasons must be given at each step, or the demonstration will not be accepted. Only six required.

CIVIL GOVERNMENT.

Select any six.

1. What makes government necessary, and what is its purpose?

2. Constitutional and statute law: (a) Define each; (b) tell how each is made; (c) what is the difference between them?

3. What are the purposes of the Constitution of the United States as set forth in the preamble?

4. Define: (a) Bill of attainder; (b) *ex post facto* law; (c) writ of *habeas corpus*.

5. About the United States Senate, tell: (a) What it is; (b) how it is composed; (c) what the term of office is; (d) how vacancies are filled; (e) the qualifications of its members.

6. Comment on the chief features and defects of the Articles of Confederation.

7. Name five powers denied to Congress.

8. Suppose the King of Italy wished to confer a title of nobility on the American ambassador to that country, how could the latter accept it?

PHYSIOLOGY.

Answer any eight.

1. Give drawing showing the bones of right arm and hand, with name of each bone.

2. Give diagram of teeth of upper jaw, with names.

3. What is the source, function and place of action of the following: pancreatin, pepsin, ptyalin?

4. Show by diagram the circulation of the blood, naming as many vessels and valves as you can.

5. What physiological or hygienic reasons can you give for bathing?

6. Name some diseases caused by germs. How are these conveyed from person to person? How avoid contracting these diseases?

7. Discuss respiration:

(a) What it is chemically.

(b) How performed mechanically.

(c) Hygienic relations.

8. Tell as much as you can of the structure of the brain and spinal cord.

9. Name some organs injured by alcohol, and describe the effects upon these organs.

10. Discuss "The effect of tobacco upon the nerves."

PHYSICS.

Take any eight.

1. Define "general property." Name seven general properties of matter.

2. Devise an experiment illustrating parallelogram of forces. Solve a problem, assigning values in your experiment.

3. (a) Devise and solve a problem in pulleys.

(b) Devise and solve a problem in levers.

4. Give a method for determining specific gravity of an insoluble solid.

5. Hydrostatics: State the law of equality of pressures (Pascal's Law).

6. Explain, with diagram, action of the hydraulic ram.

7. How is sound propagated? How fast?

8. How is light propagated? How fast?

9. Give diagram to illustrate path of light through double convex lens.

10. Give the laws of intensity of radiant heat.

[Continued on Page 28.]

1789 The University of North Carolina 1907

HEAD OF THE STATE'S EDUCATIONAL SYSTEM

DEPARTMENTS.—Collegiate, Graduate, Medicine, Law, Engineering, Pharmacy. Several Courses in the collegiate Department leading to the degree of A. B.

EQUIPMENT OF THE UNIVERSITY.

The University has a campus of 48 acres with 19 buildings, exclusive of residences and small buildings. Among the newer buildings are the Bynum Gymnasium, the Chemical Laboratory, the Y. M. C. A. Building, the Library, and the Infirmary. The total value of buildings and equipment exceeds \$800,000. The University has an annual income of \$135,000, the faculty numbers 80 teachers, the number of students enrolled last year was 731.

THE NEW LIBRARY.

A handsome, well-designed building has been provided for the library. The cost when complete will be about \$70,000. It is in charge of a librarian, an assistant, and four student assistants. The library contains now about 50,000 books and there is excellent opportunity for the work of the general body of students and for research and investigation on the part of advanced workers.

GRADUATE SCHOOL.

This offers special advanced instruction above the Collegiate Department; it offers fifty-six courses. Graduates of other colleges are admitted without charge for tuition.

SCHOOL OF APPLIED SCIENCES.

Thorough courses in Chemical, Electrical, Civil, and Mining Engineering. Graduates easily secure good positions.

LAW SCHOOL.

Beginning with the session 1907-1908, the Law School will have a special building. The work of the school will be in charge of three professors: James C. MacRae, Dean; Prof. L. P. McGehee and Prof. Thos. Ruffin. The course is thorough and of high grade. The Law Library is specially endowed and will prove a most useful adjunct to the instruction given.

MEDICAL SCHOOL.

There are two departments; two years at Chapel Hill and two years at Raleigh. These departments are well equipped, having in all 23 instructors.

PHARMACY SCHOOL.

This school has been very satisfactory since its establishment and stands high among Southern schools of Pharmacy. Its graduates are in great demand. Regular two years course leading to the degree of Ph. G.

The Fall Term Begins September 9, 1907. Address

FRANCIS P. VENABLE, President - Chapel Hill, N. C.

University Notes

The University opened this fall under the most favorable conditions. The registration—738 up to September 21st—is the largest in the history of the institution. The Freshman class numbers about 210. It is expected that the registration for the year will reach 800.

A change was made this year in the formal opening exercises. Heretofore the President has made the only address at the opening. This year there were three short addresses. Dr. Smith spoke to the students on "Opportunity," Dr. Herty, on "Athletics," and Dr. Venable, on "Discipline."

The Y. M. C. A. rally was held Sunday evening September 14th. The principal address was made by Dr. Venable.

Mr. Floyd Simmons, who coached last year's baseball team, has been chosen as outdoor Physical Instructor. He will have supervision and direction of all class athletics.

Coach Lamson has been on the Hill since the opening. He is working hard with the football team.

The University has sustained a great loss in the death of Capt. Story. Story was greatly admired here by students and faculty, not only for his athletic qualities, but also for his noble, gentlemanly qualities of heart and soul. There

was a large mass meeting in his honor the night after his death.

Mr. J. B. Davis has been elected captain of the football team, and Mr. Bert James becomes captain of the baseball team.

Mr. Adolph Vermont, of the University of Louisville, has been elected Instructor in Romance Languages. Mr. Geo. Weston Mitchell, of Virginia, has been elected Instructor in Drawing, to succeed Mr. N. C. Curtis, resigned.

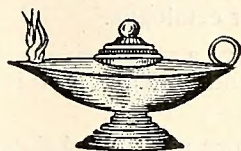
The first issue of The Tar Heel appeared September 20th. Mr. H. B. Gunter is Editor-in-Chief and Mr. T. L. Simmons is Business Manager.

The first volume of the History of the University of North Carolina, by Dr. K. P. Battle, has appeared from the press of Edwards and Broughton. This volume covers the period 1789-1868. The second volume will bring the history down to date. The first volume is octavo in size, has 880 pages, and numerous illustrations. It is for sale by Dr. Battle at \$3.00.

Think truly and thy thoughts
Shall the world's famine feed;
Speak truly, and each word of thine
Shall be a faithful seed;
Live truly, and thy life shall be
A great and noble creed.

—H. Bonar.

NORTH CAROLINA JOURNAL OF EDUCATION



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NOVEMBER, 1907



E. C. BROOKS, . . Editor
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Vol. II

DURHAM, N. C., NOVEMBER, 1907

No. 3



GEO. WETHERBEE

END OF THE HARVEST



GEO. MASON

THE HARVEST MOON

Recessional

God of our fathers, known of old—
Lord of our far-flung battle line—
Beneath whose awful hand we hold
Dominion over palm and pine—
Lord God of Hosts, be with us yet,
Lest we forget,—lest we forget!

The tumult and the shouting dies—
The captains and the kings depart—
Still stands Thine ancient sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet,
Lest we forget,—lest we forget!

Far-called our navies melt away—
On dune and headland sinks the fire—
Lo, all our pomp of yesterday
Is one with Nineveh and Tyre!
Judge of the nations, spare us yet,
Lest we forget,—lest we forget!

If drunk with sight of power, we loose
Wild tongues that have not Thee in awe—
Such boastings as the Gentiles use,
Or lesser breeds without the Law—
Lord God of Hosts, be with us yet,
Lest we forget,—lest we forget!

For heathen heart that puts her trust
In reeking tube and iron shard—
All valiant dust that builds on dust,
And guarding that calls not Thee to guard,
For frantic boast and foolish word,
Thy mercy on Thy people, Lord!

—Rudyard Kipling.

CURRENT EVENTS

Franklin County Case

On the 10th of October the Supreme Court, by reversing the old Barksdale decision, places the schools of North Carolina on a higher plane than they have ever existed heretofore. The counties in the future will be required to levy money sufficient to run four months. The salary of teachers may be raised, the superintendents may be employed for their full time, better school houses may be built, better equipments may be placed within them. All these things may be done, and the counties can now levy tax sufficient to run such schools as they need four months, without submitting the proposition to a vote of the people. According to the decision the Constitution demands a good four months school in every county.

A history of the celebrated Barksdale case was published in the September number of the JOURNAL. The Franklin County case and the decision of Judge Cook, looking to a reversal of that decision, was also published. The Supreme Court, in passing on the Franklin County case, makes a four months term mandatory.

Justice Brown, in writing the decision of the court, says:

Section 1, Article V, of the Constitution directs the levying of a capitation tax by the General Assembly, "which shall be equal on each to the tax on property valued at three hundred dollars in cash" "and the State and county capitation tax combined shall never exceed two dollars on the head." Section 6 of the same article enacts that "The tax levied by the commissioners of the several counties for county purposes, shall be levied in the like manner with State taxes, and shall never exceed the double of the State tax, except for a special purpose, and with the special approval of the General Assembly." Article IX of the Constitution, after declaring that "religion, morality and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education should be forever encouraged," commands in Section 3 thereof, that one or more public schools shall be maintained at least four months in every year in each school district in each county of the State; and further provides, that "if the commissioners of any county shall fail to comply with the aforesaid requirements of the section they shall be liable to indictment." At every session the General Assembly has endeavored to give effect to this section of the Constitution by providing that if the tax levied by the State for the support of the public schools is insufficient to enable the commissioners of each county to comply with that section they shall levy annually a special tax to supply the deficiency, to the end that the public schools may be kept open for four months as enjoined by the Constitution. It is admitted that in the Barksdale case this court held that this section quoted from Article 5 is a limitation upon the taxing powers of the General Assembly and controls Article IX, so that if the taxes levied in accordance with that limitation and equation, are insufficient to support the public schools for four months, the commissioners cannot be compelled to levy more, and

that the act of the General Assembly requiring it is void.

. . . . We agree with the court in those cases that Article V is a limitation generally upon the taxing powers of the General Assembly. Nor are we called upon to hold that the tax to supplement the school fund in each county directed by the statute to be levied in case of need, may be upheld as a "necessary county expense" or as a special tax for a general purpose. It is unnecessary, in the construction we give the Constitution, to place our decision upon any such grounds. We hold with Mr. Justice Merrimon, in the Barksdale case, that while this limitation upon the taxing powers of the General Assembly prevails generally, it does not always prevail, and that it should not be allowed to prevent the giving effect to another article of the same instrument, equally peremptory and important. We must not *interpret* the Constitution literally, but rather construe it as a whole, for it was adopted as a whole; and we should, if possible, give effect to each part of it. The whole is to be examined with a view to ascertaining the true intention of each part and to giving effect to the whole instrument and to the intention of the people who adopted it.

Of the two constructions which have been given it in the cases cited, we prefer to adopt that which, while properly limiting the powers of taxation, as to matters not embraced in the Constitution, leaves it within the power of the General Assembly to give effect to one of its most important and peremptory commands. While the General Assembly must regard such limitation upon its power to tax, as defined in many decisions of this court, when providing for the carrying out of objects of its own creation, and the ordinary and current expenses of the State government, yet when it comes to providing for those expenses especially provided by the Constitution itself, we do not think the limitation was intended to apply. Although the legislature must observe the ratio of taxation between property and the poll provided in Article V, Section 1, it is not required to obey the limitation upon the poll and the property tax, if thereby they are prevented from giving effect, to the provisions of Article IX.

The purpose of our people to establish by taxation a general and uniform system of public schools wherein tuition shall be free of charge to all the children of the State, and that such schools should be open every year for at least four months, is so plainly manifest in Article IX of the Constitution, that we cannot think it possible, they ever intended to thwart their clearly expressed purpose by so limiting taxation as to make it impossible to give effect to their directions. The reasons which induced the people to adopt Article IX are set forth in its first section, and they are so exalted and forcible in their nature that we must assume that there is no article in our organic law which the people regarded as more important to their welfare and prosperity. This conviction is greatly strengthened when we find that the only criminal offense defined and made indictable by the instrument, is one created to enforce obedience to its specific commands in respect to the establishment of four months schools. In commenting upon this Mr. Justice Avery well says: "It is difficult to understand why this wide departure from the usual course was made, unless we interpret it as emphasizing the intent of the framers of the Constitution that the officers who held subject to this unusual liability should have power co-extensive with their accountability."

"Schools and the means of education shall forever be en-

couraged," says the Constitution. Why? Because they foster religion and morality which, with knowledge, are necessary to good government. The people expressed their willingness to incur such expense because of the great good resulting therefrom. It is hardly probable they intended by a previous enactment in the same instrument to render it impossible to carry out purposes expressed in such earnest and unmistakable language. Our people regarded the subject of education as of the highest and the most essential importance, and there is no provision in our Constitution which is clearer, more direct or commanding in its terms than Article IX. As said by Judge Merrimon, "Its framers, whatever else may be said of their work, seem to have been especially anxious to establish and secure beyond peradventure a system of free popular education." This sentiment has grown greatly in the minds and hearts of our people since that section of the Constitution was adopted. So great has been its growth that they have in recent years adopted an educational qualification as a prerequisite to exercising the electoral franchise. This places an additional obligation upon us to provide full educational facilities for the youth of the State who otherwise may grow up in ignorance and be disqualified to take their just part in the administration of our government.

Very many country schools cannot continue open for four months unless the tax prescribed by the act is levied. The country school is the nursery of the larger part of the bone and the sinew of the land. It carries a greater responsibility than the city schools in proportion to its advantages, for, as is well said by a recent writer, "it is charged not only with its own country problem, but with the training of many persons who swell the population of the cities." The country school is within the sphere of a definite series of life occupations. Thus it is seen that Article V vitally affects all the leading purposes of the Constitution. It therefore becomes more imperative than ever, that if it reasonably can be done, we should give the instrument that construction which will effectuate and carry out its wise and beneficent provision. We think we do this when we hold that the limitation contained in Article V was not intended to restrain and trammel the General Assembly in providing the means whereby the board of commissioners of the different counties are enabled to perform the duties enjoined by the Constitution and give to the public, schools for at least four months in the year. Instead of prescribing the rate of tax to be levied for the purpose of a four months school, the General Assembly properly and wisely left the amount to be levied to be determined by the county authorities of each county. In some counties it may not be necessary to levy any tax, while in others some tax differing in amount in different counties will have to be levied and collected in order to carry out the directions of the law. In levying the tax the commissioners must observe the equation between property and poll fixed in the Constitution. In estimating the tax necessary beyond the limit of 66 2-3 cents on property and \$2 on the poll to give a four months term, no longer period may be considered. When the four months requirement is fulfilled the limit of taxation fixed in Article V necessarily takes effect and anything beyond that would be void.

There's a fount about to stream,
There's a light about to beam,
There's a warmth about to glow,
There's a flower about to blow;
There's a midnight blackness changing into gray;
Men of thought and men of action, clear the way.

—Charles Mackay.

Here's to the Land of the Long Leafed Pine,
The Summer Land where the sun doth shine,
Where the weak grow strong, and the strong grow great,
Here's to "Down Home" the Old North State.

A Plea for the Library

By Annelle S. DeVane

"Now, what I want is facts and facts alone. I teach my own girls and boys facts and I mean to teach facts, facts alone, to these girls and boys under my care." So says Mr. Gradgrind in "Hard Times," one of Dickens' "overdrawn" characters. So most of his readers aver, but I begin to think Mr. Gradgrind has been emulated in more ways than one. My attention has been particularly directed to this fact while "going to and fro upon the earth" in the capacity of a public school teacher. Understand, I am referring to the rural districts, "far from the madding crowd's ignoble strife." It is a cheering fact that our country schools and teachers are improving. Our reading books speak volumes. Think of the old "blue back" speller in which our fathers and mothers learned to read! In this county good libraries are being introduced. Our county superintendent, Rev. F. T. Wooten, has done so much along this line, showing the people that a library is a necessity, that time alone can show *all* he has accomplished. Don't you think if the school children could be induced to read and be taught *how* to read, that the next generation would feel that they owed us a debt of gratitude? It is nothing unusual to meet people in the country who would be dreadfully shocked to find their children reading a work of fiction. No matter who its author might be, it would be tabooed. I am not advocating promiscuous novel reading, but such authors as Scott, Dickens, Thackeray, Bulwer and many of our more modern writers would confer a benefit upon any one who read them. In country neighborhoods that have circulating libraries in the school I think if the teacher would try to establish reading clubs and not only read good literature, but discuss it with the children, insist upon the boys and girls expressing their opinion *freely*, I am sure it would be a good plan, because it would awaken in the children not only an ambition to be intelligent, but they would unconsciously learn to really enjoy a book for its own sake. I am sure it would be dreadful to neglect a text-book upon any account, but as we are not responsible for literature excluded from our studies in public schools, let us still be too conscientious to let the children under our care think the immortal Shakespeare was a Methodist preacher, as I had one bright boy of fifteen years to tell me last year in one of my schools. I hope all the teachers find your JOURNAL as entertaining and helpful as myself. I sincerely wish it *all* success and a long, long, long career.

Nevada has done away with the office of county superintendent, and divided the State into five districts, for each of which there will be a deputy superintendent appointed by the State Board of Education.

Promotion in the Greensboro Schools

By W. H. SWIFT

The ideal plan of teaching and of promotion would be to give each child all individual attention needed, and to move him over the course just as rapidly as his ability would warrant, without paying any attention to any other child. Teaching in schools by numbers and classes forbids this, even were it desirable to have such conditions. Owing to this fact and to the desire of teachers to do the most and best possible for every child, the grade system was introduced into our schools. It was the modern adaptation of the old form idea of English schools; that is, children were classified according to strength, ability and advancement, and were made to cover a year's course together, thus from year to year they were moved over the course, going up if they did well, going back over the same year's work if they did not do so well.

That this plan of past gradation and promotion was used in our best schools is not a matter of question. That very good work was done under this plan is equally as certain. Still, I do not think that any one will be inclined to give all the credit to yearly promotions. The advantages lay in that there was order and system in the work. There was certainly no power gained from advancing children just once a year. It is more likely that the good work was done in spite of this plan.

The fact is, that yearly promotion has many serious objections.

A school is not a prison, and the back step should not be forced upon children at all cost. The world is now learning that there is a limit to this back-step business, even with criminals. Children do not have the same ability. They vary at different times in their power to do or to learn. The child who has the power to go on should be allowed to go. Not to let him go at his fullest strength means a waste of some of his latent power, and frequently ends in a declining of all his ambitions. He should be left free to run.

Neither should the weaker pupil be kept on a strain to keep up with the stronger ones. His work is peculiarly personal, and he should be at once relieved from the strain of trying to keep the pace with stronger, perhaps older, children. There is no such thing as striking an average with children. Life in childhood will not be averaged. It seems, therefore, to me, to be altogether uneducational to ask and thus to try to force these weaker ones to keep pace with the stronger ones. These need special care, and should be given special attention.

In a grade of from forty to fifty children it is almost impossible to give this special care. The only expedient that we have thus far discovered

is to keep him after school for extra work. While it has widely used, I am quite sure that a little thought will show that it is unwise.

KEEPING CHILDREN AFTER SCHOOL.

In the first place, we have been in the habit of keeping children after school as a sort of punishment. It is not wise to class a weak boy with a school criminal. It either destroys his own self-respect or else forces him to retain it in silent opposition to his teacher. After the teacher has put in a full day's work with a full class, it is altogether unwise for her to try to screw herself up to this extra work. The teacher is tired; the pupil is tired. Very little good can be hoped for by giving to a weak or slow and now somewhat exhausted child the fag-end of the day. They need strength and morning freshness; we give them weariness, exhausted power, and perhaps petulance. Neither the best work nor good work can be done when both teacher and pupil are tired.

Besides, a child naturally resents being held for work after the others have gone. Especially will this be true if he feels that he is being asked for too much. He may do it, but he will return to school tomorrow all out of sorts, and the probability is that the same thing will have to be gone over again from day to day. Thus, too, the chances are that what these slow, weak, nervous children need is more air and sunshine. They need play in the open air. We hold him from the very things which nature says he must have and that in a room made foul by the forty or fifty children who have been there all day. Thus in our attempts to help the child and to keep him up with his class, we work against every disadvantage. We even run the risk of running against nature's way, which calls for fields and sunshine and open air. No wonder the boy goes out at the window now and then.

Children are not just alike. Some are strong; some weak, some move rapidly; others slowly. These stronger ones are like race horses. If they are held back they drop out of the race. Suppose that we made every man march by his fellows till he becomes fifty years old. We would see failures on all sides. Children are in no way different. No child should be held back at all, if he is able to go on.

On the other hand, the chances are that he should not be advanced over a whole year's work. To do so would be to outclass him and thus render him so much handicapped that he will soon become discouraged.

There are not a few of these children who are clearly stronger than the class. Their rights, native strength and ability should not be ignored.

To say the least of it, it is an educational crime to hold them to the gang-gait. They need to be turned loose.

Recognizing all these things, I set myself five years ago to work out some scheme by which we might escape at least some of the greater evils of yearly promotion. The plan which is now in use in the Greensboro schools is the result of that thought. It has been in operation now two years. While it does not offer a solution to all problems arising in this field, it goes a long way in eliminating the worst of them. It has stood the test of actual experience. Our teachers say that it gives good results. Mr. Jackson, principal of our high school, tells me that the boys and girls who come to the high school are much stronger than they once were.

THE PLAN.

We promote by half years; that is, at Christmas as well as in the spring. Every grade is cut into two parts. Take, for example, the fourth grade. From September to Christmas a class will be in the fourth grade. After Christmas they go to advanced fourth, while another class that were advanced third in the fall, becomes fourth in the spring. Thus one will see that our grades are kept just a half year apart. In other words, there are two promotions instead of one for the year. There are two school terms during the school year.

We begin this work of separating into a grade and its advanced grade at the end of the first year. In a first grade of sixty or one hundred children, they naturally fall into grades. The average child goes to second; the unusually strong ones to the advanced second; while the weaker ones make simply advanced first.

We follow this order to the end of the seventh year, then we make a new shake-up. We send the strong ones to the junior class to be graduated in three years. The weaker ones are sent to the eighth grade to round up the grammar school work in the fall and to begin regular high school studies in the spring. These complete the high school in four years, thus we have full opportunities for the strong pupil. At the same time we have plenty of time for the slower ones.

Under this plan we can easily promote a child at any time during the year. Whenever we find one who has grown above his grade, we simply move him up half a year. He is able to make this step of half a year. Whereas a full year would overload him. We very rarely keep a child from a grade to the next lower one; we pull him through the half term, doing all that we can to get him up. By the end of the term, if he still remains behind, we think this good indication that he is overclassified, and instead of promoting him, we retain him in his same grade. We give him another chance, and he never fails to make at least half a year during the full year. So far as grading goes, he has lost but half a year. Under the year plan he lost a whole year. He

has gained in strength and confidence, and has not been discouraged by being dragged over a full year of the same work.

This plan is not ideal. It would perhaps be better to make promotion by quarters. We are not, however, ready for that. This plan works. Teachers like it, pupils like it, and my experience has been that parents like it. They are pleased to see their child move up. On the other hand, if there comes in the middle of the year a notice of failure, the matter is investigated at once. This alone makes the scheme worth while.

State Literary and Historical Association

The Eighth Annual Meeting of the State Literary and Historical Association took place in Raleigh, October 15th. There is always much interest manifested in these associations by those who are interested in the State's literary and historical activities. It is during this association that the Patterson Cup is awarded to the North Carolina writer who contributes the most to literature during the year. Dr. Kemp P. Battle, of the University, was awarded the prize for his History of the University, which appears in two volumes, and it is a very valuable contribution to North Carolina history.

The address of the evening was delivered by Hon. Hannis Taylor, of Washington, D. C. Mr. Taylor spent several years of his boyhood in Raleigh, and he took occasion to refer to this fact and the pleasure the visit afforded him. He showed conclusively that Pelatiah Webster, a Philadelphia merchant, worked out the Constitution of the United States, contributing ideas that had never before been thought of. These ideas were revolutionary in their nature; they are the present branches of our national government. While Mr. Taylor gave Pelatiah Webster the credit for this great idea, he placed the credit for making it a success on that wonderful jurist, John Marshall, of Virginia.

Prof. D. H. Hill, of the A. & M. College, read the North Carolina Bibliography for 1907, and Prof. E. K. Graham, of Chapel Hill, delivered a lecture on "Culture Values in Present North Carolina."

The new officers of the Society elected for the ensuing year are: President, Major Robert Bingham, of Asheville; First Vice-President, Prof. E. C. Brooks, of Trinity College; Second Vice-President, Dr. Richard Dillard, of Edenton; Third Vice-President, Miss Mary Hilliard Hinton, of Raleigh; Secretary and Treasurer, Mr. Clarence H. Poe, of Raleigh.

The greatest thing a human soul ever does in this world is to see something, and tell what it saw in a plain way. Hundreds of people can talk for one who can think, but thousands can think for one who can see. To see clearly is poetry, prophecy, and religion, all in one.—*Ruskin*.

HOW THE TWENTY LEARNED NUMBERS

By MISS ALICE DAY PRATT*

On the following morning she sent two children separately on errands. When the number class time came she asked, "How many times did I send a child from the room this morning?" "Two times," said the children. "How many children did I send each time?" "One child." "And how many did I send in all?" "Two children." Then two times one child are how many children?" "Two children." She wrote this on the board:

$$2 \times 1 \text{ (child)} = 2 \text{ (children)}$$

She called attention to the sign for "times" (\times) and compared it with the sign for and ($+$). She called the children to the board to make the two signs side by side. Then she called for oral stories about 2×1 . They were forthcoming in great variety. Finally she chose five of these and pictured them.

The written lesson today was a copy of these five stories made with great care and neatness. "Are two times one always two?" she asked the children. "Yes," they answered. "Then write this beneath your stories, $2 \times 1 = 2$, and beneath that write yesterday's lesson, $1 + 1 = 2$."

Third written lesson:

$$2 \times 1 \text{ (rabbit)} = 2 \text{ (rabbits)}$$

$$2 \times 1 \text{ (chicken)} = 2 \text{ (chickens)}$$

$$2 \times 1 \text{ (flag)} = 2 \text{ (flags)}$$

$$2 \times 1 \text{ (bush)} = 2 \text{ (bushes)}$$

$$2 \times 1 \text{ (apple)} = 2 \text{ (apples)}$$

$$2 \times 1 = 2$$

$$1 + 1 = 2$$

On the next day, having called two children to the front, she took one playfully and set him outside the door. "How many children were here?" she asked. "Two children." "How many did I take away?" "One." "How many are left?" "One." "Then two children with one taken away are how many children?" "One." "There is an easy way to say that," she said. "Two children less one child are one child, or, two less one are one. 'Less' means 'with something taken away.' We write it so: $2 - 1 = 1$. This ($-$) means 'less.' All who would like to may write the sign for 'less' on the board, and then the story. The

children *all* wanted to. She made this a time for careful practice—as to size of figures, proportion of lines, writing in straight lines, etc.

For seat work, she took out a little box of red paper squares, gummed on the backs. This was new material. Moistening two, she pasted them on the board.



"How many squares?" she asked. "Two squares." "What does this ($-$) mean?" "Less." "What does this mean, then?"

$$\square - \square = \square$$

With the help of a question or two they read, "Two squares less one square are one square."

She then gave each child a strip of common wrapping paper cut 3x9 inches. On this each pasted with great care and pains, as follows. (The signs were made with pencil.)

Fourth lesson:

$$\blacksquare - \blacksquare = \blacksquare$$

$$2 - 1 = 1$$

On a separate strip was written, $2 - 1 = 1$.

On the next day the children were asked what they had learned in the first lesson, in the second, the third, etc.

The abstract facts were elicited and written thus:

$$1 + 1 = 2$$

$$2 \times 1 = 2$$

$$2 - 1 = 1$$

The children were drilled on the reading of these, being asked the first, the third, the second etc., till it was ascertained that all were easily read. Several were allowed to come to the board and read, using pointer.

These three facts, accurately written, constituted the fifth lesson.

Fifth lesson:

$$1 + 1 = 2$$

$$2 \times 1 = 2$$

$$2 - 1 = 1$$

On the sixth day she said to the children, "When I was a little girl I had a brother a year younger than I. One day our mother brought home two chocolate mice. She *divided* them between us. How many did each of us have?" "One," said the children. "How many of us were there?" "Two." "My mother *divided* two between two and how many did each have?" "One." "There were two baby pigeons in a nest. Their mother found two grains of corn. She

divided them between the baby pigeons. How many did each have?" "One." "If I divide two between two will each have one always?" "Yes." "Then two divided between two are one each?" "Yes." "We write it this way:

$$2 \div 2 = 1$$

(\div) means 'divided between,' and we read it 'divided by.' Here she allowed the children to make the sign on the board. They told her it was "the *less* sign with two little spots." She required each child to read it "divided between" and also "divided by." Then she told them to write $2 \div 2 = 1$, and to read it both ways.

"Let us play," she said, "that we have little twin girls, May and Ray. Everything that is given them must be divided by two. Now let us divide a great many different things between them."

These are the stories the children gave her and that she wrote on the board for them:

$$2 \text{ cats} \div 2 = 1 \text{ cat}$$

$$2 \text{ apples} \div 2 = 1 \text{ apple}$$

$$2 \text{ books} \div 2 = 1 \text{ book}$$

She found it necessary to explain why she put no picture after the *second* 2 in each story, "because that means 2 *parts*—one for each little girl." She drilled the children in the reading of all of these stories, requiring them to read each two ways, as follows:

1. "Two dolls divided between two little girls are one doll for each;" and
 2. "Two dolls divided by two are one doll."
- $2 \div 2 = 1$ was written five times for this day's lesson:

The seventh lesson consisted in blackboard practice on the four statements learned.

When the work of each child was considered sufficiently neat, he was given four colored crayons.

The title number was written in white, and a different color used for each statement.

This board lesson was repeated on paper for this day's seat work. The children had been required to furnish themselves with a 5 or 10 cent box of crayons. So the paper work was also in color.

Seventh lesson:

$$\begin{array}{ll} & 2 \text{ (white)} \\ 1 + 1 = & 2 \text{ (red)} \\ 2 \times 1 = & 2 \text{ (blue)} \\ 2 - 1 = & 1 \text{ (yellow)} \\ 2 \div 2 = & 1 \text{ (green)} \end{array}$$

This lesson was taken home.

"They have learned four abstract mathematical facts," she said, "and they have been introduced to four fundamental processes."

How Is This for Class Pride and Spirit?

The special teacher of music came in to teach a class that had been developing class spirit to a gratifying degree. She made some mistake about handling the class which the regular teacher did not see in time to prevent. As a consequence, the usually well-behaved class got into disorder and the special teacher showed her displeasure, not realizing that she was in any way to blame for the confusion that arose. As she was leaving, she gave this parting thrust: "Now, I hope when I come again you will do better. I did not think this would be my *worst* grade." Thus saying, she departed, leaving an irate class for "the regular" to calm down as best she could. She told them exactly how the confusion arose, taking her own share of the blame, and promised them to speak to the music teacher about it. All which she did; the latter wisely took in the situation, and at her next lesson made a semi-apology to the class with the result that what bade fair to become "strained relations" between herself and class became instead of the most friendly nature, and she told them at a subsequent lesson that she would give them a certain song because they did such good work—a song that she was giving to her two best classes in the city schools. She was followed that time in her exit with smiles and good will. Suppose she had stood on her *offended* dignity and refused to see or own her own mistake. There have been such teachers.

Flowers in the Schoolroom

Teachers, do you want some flowers in your schoolroom? Is your building a heated one? Do you feel unable to buy such as you would like to have? A teacher who could answer yes to these questions told her pupils one morning what she wanted and asked them to see if their mammas would allow them to bring a fern or a palm or a very hardy flowering plant to school to be kept during the year. What was her delight next morning to receive various nice messages from mothers and one note which ran somewhat thus: "Mary came home yesterday full of eagerness over your request for some potted plants. I have seven or eight nice ferns, all growing nicely and each one in a jardiner. I have no way of keeping them through the winter and would really thank you to take care of them for me. You may have them any day." The teacher called to see if all this could be true, and found it even so. Today her schoolroom is brighter by far and, too, that mother is a good friend of the school forever and a day. She has some personal interest in it. You may not get so many handsome plants as did this teacher, but try it along various lines of school improvement and your spirit will be repaid in kind.

Misfortune, nobly borne, is good fortune.—
Marcus Aurelius.

Notes Gathered at the Jamestown Exposition

By MARY CALLUM WILEY

"We are expecting great things from you people in North Carolina," said the lady in charge of the Chicago educational exhibit at Jamestown. "We've noticed that there are more teachers from North Carolina taking in the educational exhibits of the Exposition than from any other State. And your teachers are not here merely to criticise other teachers' work, to get a casual view of this or that. They are here to see all they can, to get new ideas for their work, and they're going 'round with pencil and notebook, learning all they can."

"We had no idea you people in the South had such fine schools," said a visitor from Pennsylvania. "That work," and he pointed to the display of the student work of the A. & M., "is fine. It beats anything we have in the schools of our State."

"How are salaries in your State?" was constantly asked by teachers from other States, and when we answered, it was to hear, "Oh, you're behind us. We pay thus," and such a sum was mentioned as made North Carolina salaries sound very small indeed.

The Charleston, West Virginia, High School has solved the problem of the hot lunch. At the noon recess each day those who wish something hot form in line and march down to the basement where a nice lunch may be secured for a mere sum. For instance, soup is only 5 cents a bowl, milk 2 cents a glass, meat sandwiches 5 cents, bread and butter 1 cent, hot chocolate 5 cents, rice pudding or custard 3 cents. The food is prepared by a regular cook who is paid \$1.00 a day. This cook places everything on a long counter and as the pupils pass by, they fill their trays with what they wish to eat. They then show what they have to the teacher in charge, pay in tickets and pass into another room. All expenses are paid out of the proceeds of the lunch, such as the hiring of a cook, buying of dishes, settling grocery bills, paying for the gas. The only expense to the school board was the fitting up of the basement in the beginning and putting in a gas stove.

Manual training is taught in more than half of the public schools in Norfolk County, Virginia, each teacher having charge of the work in her own school. The county teachers are given two hours instruction every Friday by a specialist in the subject, and their work for the ensuing week is carefully planned for them. The schools

devote two hours a week to manual training. Typewriting and stenography are also taught in these progressive rural schools. These schools run nine months every year, and the lowest salary paid is \$40 per month.

In the city schools of a neighboring State, each teacher is allowed three days every year for visiting the corresponding grade in the other ward schools. In addition to this, those teachers who have taught more than a year in the city schools are given two days in which to visit schools in other towns.

A third grade teacher, in speaking of the beautifying of her schoolroom, said she had in one corner of her room what was known as the zoölogical garden. This was simply a collection of animal pictures. The five cent Perry pictures mounted on cardboard and simply framed. The pupils were allowed to step back to the "zoölogical garden" when they had a minute or two to spare, and quietly study the pictures. In this way they were ready to talk about them when the language hour arrived.

In this same schoolroom was a poets' corner, a corner of Madonnas, a group of colored pictures depicting child life, a collection of historic scenes. The pictures were not hung at once, but one by one they were displayed before the class, studied and talked about. In the poets' corner, for instance, as a poet's picture was shown, something of the poet's life was given the class, and choice selections from his writings memorized.

Opening Exercises

The country teacher, whose room contains many classes, can often vary her work more than her sisters in the city. One country teacher used her numerous classes to great effect in the matter of morning exercises. She assigned one day in the week to each class and the members were to be entirely responsible for the opening exercises on their day. Fridays she reserved for herself, when she gave little talks on some subject connected with the school work, or on topics connected with the events of the day. The classes were at liberty to vary the exercises as much as they wished with songs, recitations, dialogues, essays, quotations, current events, and so on. The children took a keen interest in their own days and a scarcely less keen one in that of their mates, because only the class responsible had any idea what the exercises were to be.—*Popular Education*.

North Carolina
State Library

Practical Drawing

By A. C. WEBB

Supervisor Drawing in Nashville City Schools

The poet who sang,

"The melancholy days have come,"

probably thought more of the autumn of life than of the harvest season with its lingering flowers of purple and gold, its plentiful fruits, its fields of corn and pumpkins, and its forests aflame with fiery maple trees. This season of chirping woodpeckers and falling nuts is a joyous one to the school boy. See him as he comes puffing into the school a trifle late some frosty morning in November, his mouth stained with wild berries and his pockets nigh unto bursting. Hear him at recess recounting to his playfellows the thrilling experience of his last 'possum hunt. Watch him bound over the fence and across the field to the persimmon tree the moment school is dismissed. Surely he knows no melancholy days, and in his whole year through, if there are any days that are "saddest," they are not in the autumn.

If it is the reader's duty to instruct children in drawing, be thoughtful enough to bring it into relation with the things that they like, and remember not to attempt what is difficult in the beginning. An apple, an ear of corn, a cocoon, a pear, a pumpkin, a bunch of grapes, a silk weed pod, a deserted bird's nest, which at this season may be brought into the schoolhouse, or any one of a thousand other common objects, affords a simple and interesting model for beginners in drawing.

It is as important in school to enlarge the pupil's affections as to teach him arithmetic. He must learn to love, not himself alone, but all mankind, and nature, too, if he would be truly cultured. For this great end, drawing is useful. It is surprising how soon we come to love the things that we have drawn or painted—things even that otherwise would never have appealed to us as interesting or beautiful. Go into an art gallery, and you will find that the best paintings often represent the homeliest people and things.

Every teacher of drawing will find simple drawing books in the hands of their pupils helpful to them, if they are used properly. We must all copy drawing more or less in order that we may learn right methods of expression; but our chief purpose is not that we may learn to reproduce other people's pictures. There are machines that can do copying very much more rapidly and very much better than we can ever hope to do by hand. Let the importance of close observation and clear expression be kept continually in mind. Divide the time of your recitation between original and copy drawing. Each lesson, even a lesson of copying, should be an occasion for object study at least through an appeal to the child's personal experience. A little thoughtful preparation will always make such work interesting.

For orderly procedure with your class, we suggest the following plan:

First step.—Distribute materials.

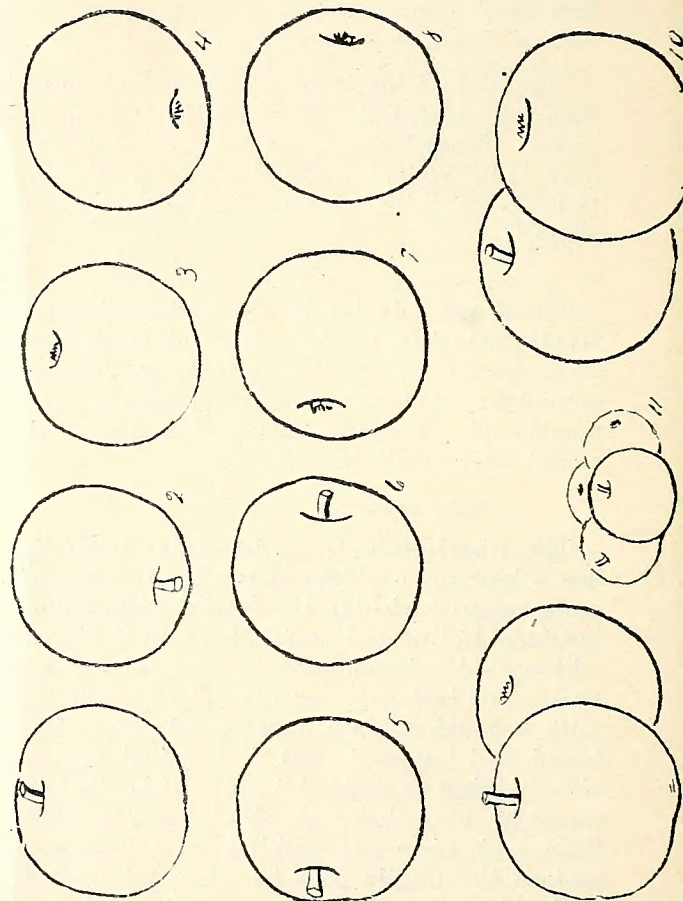
Second step.—Talk about the object to be drawn, and give instructions regarding the size and position that the drawing should assume on the page.

Third step.—Have the class sketch very lightly a complete outline of the object.

Fourth step.—Give directions to finish the drawing by going over it for the purpose of giving character or expression to the work by making the outlines heavier where needed.

Fifth step.—Give permission to use erasers.

Sixth step.—Collect the materials and the work.



In addition to drawing from a copy and from objects there are two other important classes of practice, viz., drawing from memory and from the imagination.

Drawing from Memory.—The teacher should frequently have the pupils draw from memory objects they have previously drawn, as a test of their ability to retain in their minds the various forms studied. In this work it should not be expected that a class will get results equal to those obtained when drawing from copy or from the object; but it is a valuable training, which should not be neglected.

Another plan is to show an object—such as a hat, a cap, a basket, or other familiar object—and, after calling attention to its proportions

and different parts, remove it from sight and have the children make a picture of it from memory.

Drawing from Imagination.—Under this head may be classed drawings illustrating ideas independent of a copy or model to draw from.

Imaginative drawing is the reproduction of mental images of objects with which the child has been associated; and while it is based on the child's memory of form, it is very different from the memory drawing mentioned above. The illustration of children's stories, Mother Goose rhymes, and incidents of child life should form the principal part of this work. In such lessons no assistance in the way of drawing should be given by the teacher, but she should see that each pupil has a clear conception of what he is to draw. All work of this kind should be on practice paper.

As such lessons are intended to encourage children to express, rather than to learn to draw correct pictures of specified objects, but little or no criticism regarding form should be made by the teacher.

Every household contains many objects that are easy to draw. These two groups should suggest others.

A Creed

I believe in the future, the man yet to be, and in America with her growth toward the ideal. I believe in public education as the hope of the race. I believe in the real stars burning from out past skies, in the lights of the present, and in the rise of new suns in the new heavens. I believe in enrichment and efficiency in all we hope to do and be. I believe in love as a practical principle for all, in joy and beauty for home and school and mart, in the never failing success of merit. I believe in men and women who hunger for the larger life and struggle for it by honest deeds, who feel life's fleeting fates and strive to harness them to vigorous wills. I believe in nobility of mind, in desire for perfection, in hero-worship, that the performance of right involves no bitterness. I believe that it is happiness to live, splendid to serve, divine to trust when we have done all we can. I believe in the strict performance of duty, including the duty to study duty, that life is a continuous march toward a great gleam, that whatever our task we give to it our best only as we reverence the humility of great souls, often bend our knees and look up.—*Arthur Deerin Call, in Missouri School Journal.*

Those only wield the power of education who know how to cultivate in the youthful soul a large circle of thought closely cemented in all its parts.—*Herbart.*

One pound of learning requires ten pounds of common sense to apply it.—*Persian Proverb.*

Teaching Current Events

This is the most fascinating of all subjects to teach; so, at least, has it been to the writer during his years as a teacher in private and public schools, both graded and ungraded; and the necessity of teaching systematically the world's current events does not seem to be recognized by pedagogy; for, upon how many schools can one put his mind's finger, in which a certain period, however short is set apart for the special study of these matters, or where it is introduced into general class work in other than the most perfunctory manner?

Not being willing to give up his hobby altogether, and never having in the schoolroom sufficient time at his disposal to give a full study-period to the subject, the writer, early in his work as a teacher, cast about him for a plan, device, a means by which his pupils, small as well as large, might obtain a reasonable knowledge of what was going on in the world from day to day.

A DAILY BULLETIN BOARD.

Much, it was evident, could be taught in the various class recitations, particularly those in civics, history, and geography. But this did not go far enough. The ground was not covered as the teacher wished it to be. Could not something additional be advised by which the important events that were daily happening might be brought forcibly to the attention of each and every pupil in the room, from the youngest to the oldest, and that without taking up too much time? As an answer to this question, the writer devised and used in his school work what he called "The Daily Bulletin Board." It was a novelty in school work; indeed, so much of a novelty that its use is unknown in pedagogies. Yet from the first day of its birth in the writer's schoolroom it was an unqualified success; and it always was a success, no matter whether used in the graded room of high-class work, or in the undergraded country school. May the writer briefly explain his method?

One of the blackboards should be set apart permanently for the work. In the modern schoolroom there is generally abundant blackboard space, sufficient at least to allow one board for the purpose. If not, a rolling blackboard can be bought cheaply; or one constructed of slate cloth on a light folding frame. Let that one board be used for no other purpose. It is the school's "Daily Bulletin Board." Each scholar has his right, title, and interest in and to its surface. Upon it are to go the world's events of the preceding day. Whatever has been going on in the world that is of general public interest may find a place on its surface. Each scholar is invited to furnish the "news," and to have put down, in a few words, what he or she deems to be of the most importance.

Whoso in one thing hath been true
Can be as true in all.

LANGUAGE FOR FIRST THREE GRADES

How to Write a Sentence from Dictation

When a primary class takes its first lesson in memorizing the letters it should be taught to write that letter. When it has memorized enough letters to make a word it should write that word. The writing aids the memory. When it reads its first sentence it should copy this sentence. The writing aids the reading.

For the first lesson leading to dictation some very short sentence that the children have already learned to read is selected, as,

I see.

This sentence is written over and over again in the presence of the pupils, before they attempt to copy it. The attention is called each time to the place at which the sentence is begun, how it is finished, and where each letter is begun. Next the sentence is copied and recopied until the pupils reproduced it without a copy.

Now, a new copy is taken containing the words already used and one other that the pupils have learned to read,—as “can,” making the sentence,

I can see.

This the pupils write until they can reproduce it without a copy.

Proceeding in the same way the pupils are given, “I see you.” “You can see.” “I see a boy.” “See me eat.” “I like a girl.” “A cow is good,” until they have a writing vocabulary of eight words.

Before teaching any more words, as many new sentences as possible are made with the words already learned. No sentence at first should contain more than four words. These new sentences the pupils write from dictation.

How to Write a Story

To spell words correctly in a column is one thing; but to spell them correctly in a written paragraph is quite another. To recite glibly the rules of punctuation is commendable; but to use the marks properly in writing is a more valuable accomplishment. To give the rules for the use of capital letters is a very easy matter; but to use the capital in writing is the end desired. All the rules are worthless unless they are practiced.

Dictation exercises for the sake of drill in punctuation are of great value when definitely planned and when not merely haphazard sentences are given by the teacher. Children are fond of stories, even if they are short. The mere suggestion of a story causes interest to rise at once. For dictation exercise choose a short story with simple sentences. Any teacher can adapt a story to this use.

Take the story of the Lion and the Mouse. Then dictate it to the class in short and easy sentences, as follows:

“A lion was caught in a net. He tried to break the ropes, but they were too strong. He was afraid and roared a long time. A little mouse heard him and went to the lion. The lion roared louder. The little mouse gnawed the ropes with his teeth. The lion was soon set free.”

This story contains seven sentences. Dictate each sentence slowly and distinctly, giving the children ample time to write neatly and carefully. When all have finished, read the entire story very carefully and let the children notice the story on their papers. Then let each pupil mark his own paper, that is, find his own mistakes. The teacher should aid by asking questions, as follows:

How many periods in the story? Seven. After what words? How many capital letters? Seven. What are they? How many sentences are there? Seven. Did you use a capital letter in beginning each? Did you use a period at the end of each?

After the story has been written and corrected let two or three read the story from their papers.

Effective Language Teaching

Independent sentence making, instead of related independent sentence making, has been the chief defect in composition, whether oral or written, and this deficiency needs to be remedied in all language instruction. How shall the children acquire the habit of connected thought, and be able to express that thought? are questions which have not yet received much attention in educational circles. It is well known that when a subject is not clearly apprehended by the mind, the first thing to do is to bring the matter of thought clearly before the mind, so that it can be studied and assimilated, and then used as occasion requires. Weak attempts have been made to build up such knowledge in the minds of the children; but without permanent success. To this problem I have addressed myself for some time, searching for something that seemed to be rational and at the same time could be easily applied by both teacher and pupil.

Any kind of training or exercise, to be valuable, must make the mind work hard. How, then, may this effective work be done? Instead of mere formal copying of random sentences, dictation exercises should occupy nearly all the time given to written language work in the ward school as well as in the high school. Such exercises may be conducted thus: The teacher reads a paragraph from one of the reading books used in school, and from a selection with which the class is already familiar. Now the teacher reads it the second time—a sentence or a piece of a sentence at a time. The pupils having slate and

[Continued on Page 18.]

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The Supreme Court made important history in the Franklin County case.

Let all teachers read Mr. Justice Brown's opinion in the Franklin County case.

We will have a good four months school in every county in the State now. The law requires it.

The JOURNAL desires full reports of all teachers' meetings. Let the other teachers know what you are doing—what progress you are making.

The Primary Teachers' Association met in Asheville on the 24th and 25th of October. A report of this association will be published in the December number.

At the second meeting of the Durham County teachers every teacher was present except one, and he was sick with typhoid fever. What other county can show such an attendance?

The Association of Colleges and Preparatory Schools of the Southern States meets at Athens, Ga., under the auspices of the University of Georgia, November 7 and 8.

The schools will lose a very vital force if the Betterment Association is permitted to die. A community spirit was stimulated by this organization and the parents learned to love the school

and to appreciate its value because of its activity. The county superintendents cannot afford to lose this force.

Who is the author of the Constitution of the United States of America? Pelatiah Webster, according to Hon. Hannis Taylor, and the distinguished North Carolinian proves his case.

When the North Carolina Teachers' Assembly meets next June it will be to celebrate the twenty-fifth anniversary of the organization. This should be a great event in the educational life of the State.

Every teacher should have a copy of the course of study furnished free by the State Superintendent of Public Instruction. Each county superintendent should see to it that all of his teachers are supplied with copies.

Nature is full of interesting things for the child. Lay the book aside occasionally and study real things from nature. As the seasons come and go nature is turning the pages of her book. New things, new stories are to be found on each page.

"The last thing that happens in school is the first thing reported at home." The children should have a pleasant and agreeable sensation when school closes. A song, or a good story either told or read will add much to this agreeable sensation.

Superintendent R. H. Latham, of Weldon, Superintendent W. R. Mills, of Louisburg, and Superintendent Jos. E. Avent, of Morganton, have recently published in pamphlet form full and complete reports of their school work. They are full of helpful suggestions to the teachers and parents. Such reports help to bring about a better understanding between school and parents.

Are the children being trained to do their own thinking? When the text-book is closed can the child discuss the contents? Let us go a step further, if the teacher should close her book while the class is on recitation could she discuss its contents? Occasionally invert the order and let the child prepare a series of questions on the lesson for the teacher to answer. After all is it not

frequently the case that the child knows more about the lesson than the teacher knows? The one has studied it; the other has not. Neither one knew anything about it when the lesson was assigned. This is not always the case, but it is, sometimes.

The Greatest Teaching

The National Educational Association passed a resolution derogatory to the character and manners of the children of America. Articles of a very serious nature, and utterances of some of the leading thinkers, have had much to say on the lack of integrity in higher education, going so far as to say that the colleges are not turning out men with well-defined ideals. Hardly an educational journal appears today that does not criticise the morals of the youth and the adults alike. If the typical American child "has small regard for authority, lacks respect for age and wisdom, has a weak sense of duty and prefers pleasure to work," where is the blame?

There are certain forces organized and maintained for the purpose of teaching the cardinal virtues which should preserve that integrity necessary for the highest development in accordance with the most sacred ideals. These are the family, the church and the school.

There are certain forces that operate almost, if not quite, as strongly as these which are not organized for this purpose. They are commerce, politics, social inter-communications, and the literary activities of the people. How these organized forces affect the unorganized is an old question and has never been settled. But all affect the life of the child.

How is the school preserving this integrity—teaching morality? In many ways. It is by no means idle; but there are evidences that the teacher is in many instances violating this integrity. In a sense, the teacher then is in many respects immoral. He or she may have kept the law and the prophets from their youth and still be immoral.

The teacher may grow eloquent on the subject of justice and mercy as it is taught in Shakespeare, and at the same time judge hastily and without sufficient testimony the child's conduct, and inflict punishment that is wholly out of keeping with the real offense. This is immoral.

The teacher may hold up to the child a life full of knowledge and service, telling him that knowledge may be derived from books and from real life and that the capacity for service is derived

from the getting of knowledge; at the same time in the treatment of the subject the child may be permitted to drag up through the grades, doing nothing well, plagiarizing from every conceivable source, developing no self-activity, and forming an incorrect idea of the whole purpose of education—consequently a wrong conception of worth and service. This is immoral.

The teacher may lay down certain rules of conduct—thou shalt and thou shalt not—rules that affect life and character only in a conventional way, and place the same emphasis on them as if they pertained to the very essence of existence; at the same time, some are punished for violations while others go uncensured, and even the teacher's conduct may not be squared by the same rule. This is immoral.

The teacher may draw direful conclusions from a life that is given to lying and deception, and hurl awful maledictions and Jove's annihilating thunderbolts at the child for cheating on examination; at the same time the outdoor life of the school may be charged with these very evils. For in games, sports and athletics in general, the students are working toward a very definite end, and improper means may be used, the teacher being conscious of their use, to win in the end. This, too, is decidedly immoral.

To summarize, there must be born in the teacher's mind and heart a consistency as to what constitutes right and wrong.

Use of Library in School

In response to a demand for more information as to the use of the library in the schools, the following classifications are made, taking the thirty dollar and the fifteen dollar approved lists which are sent out from the office of the State Superintendent of Public Instruction. A large per cent of the libraries are made up from these two lists. It may be that some of the books mentioned here are not found in every library, but in all a part is found.

Suppose we take the subject of United States history. The text-books used are Hansell's History for advanced pupils, and White's History for the fourth and fifth grades.

1. When the students are studying the chapters pertaining to the Indians, the teacher should read the following books in the library: Husted's Story of Indian Children, Pratt's Legends of the Red Children, Starr's American Indians, and Longfellow's Hiawatha. These books should be given the children and several chapters should

be read by them, and Indian traits gathered by the teacher should be told to the class.

2. *The Discovery Period.*—After the chapters in the history treating of Columbus and the Spanish and English explorers have been read, the following library books should be studied: Pratt's Story of Columbus, Henty's Under Drake's Flag, and Kingsley's Westward Ho! These books will give the teacher and the students an entirely new conception of the activities of the times.

3. *The Period of Colonization.*—Read Pratt's Story of Colonial Children, Cooper's Deerslayer, Longfellow's Courtship of Miles Standish, Hawthorne's Grandfather's Chair, Eggleston's Great Americans for Little Americans, Guerber's Story of the Thirteen Colonies, Stimson's King Noanet.

4. *The French and Indian War.*—Read Henty's With Wolfe in Canada.

5. *Revolutionary War.*—Read Scudder's George Washington, Four American Naval Heroes (those that served during this period), Brady, For Love of Country, and Lives of the Presidents (Washington, Adams, Jefferson and Madison).

6. *National Period.* Read Lives of the Presidents (study each President as the history takes each one), Heroes and Martyrs of Invention, Four American Pioneers, Life of Jackson, Distinguished North Carolinians.

7. *Civil War Period.*—Read lives of the Presidents (Lincoln and Grant), Williamson's Life of R. E. Lee, Cooke's Surry of Eagle's Nest, Page's Two Little Confederates, Henty's With Lee in Virginia, Naval Heroes (those that served during the Civil War).

8. *Spanish American War.*—Lives of the Presidents (McKinley and Roosevelt), Naval Heroes, (Dewey), Story of the Philippines.

This list of books, read in connection with the study of United States History, will give the teacher an excellent reading course, will broaden her knowledge and give her another new point from which to teach history. Here is life in abundance that may be added to the text-books and make a dry subject interesting and full of life.

GEOGRAPHY.

In like manner every library contains several books that will aid the teacher in this subject. In studying the Eastern States along the Atlantic Coast, every teacher should read Our Country: East. In the study of the States west of the Mississippi River be sure and read Four American Pioneers again, with the maps before the

class. In studying the industries of America, Stories of Industry and Aunt Martha's Corner Cupboard should be read. When the cold region along the frigid zone is under consideration, read Little People of the Snow.

Europe.—Read Big People and Little People of Other Lands (those that pertain to Europe), Under Sunny Skies, Rollo in London, Rollo on the Rhine.

Asia.—Big People and Little People of Other Lands (those that pertain to Asia), Seven Little Sisters.

Africa.—Wild Life Under the Equator.

South America.—The Young Colonist, Children of the Palm Land, South America.

These books are not dry geographical facts, but they are interesting stories of people who live in these countries, what they eat, how they live, what adventures they meet with.

NATURE STUDY.

The children should know something about our common birds, the animal life around the home, and the forces that help to make the world a fit habitation for man. These books will help to add new life to the schoolroom and will make the students closer observers:

Pearson's Stories of Bird Life, Seawell's Black Beauty, Long's Ways of Wood Folks, Stories Mother Nature Told Her Children, Fairy Land of Science.

BOOKS SUITABLE FOR STORY TELLING.

The tedium and grind of everyday text-books can be relieved if the teacher would occasionally select a book that is full of interest, full of life, and read to the children. A book that does not bear at all on any text-book, but which is full of real human feeling, and commands attention because of its great and wholesome interest. The following books may be read with profit:

Robinson Crusoe, Little Lord Fauntleroy, Bird's Xmas Carol, Uncle Remus, Little Women, Little Men, Hans Brinker, Silas Marner, John Halifax, Diddie Dumps and Tot, Swiss Family Robinson, Jackanapes.

Several stories classed under history may be read in this connection.

Immediately after opening exercises read a chapter or two. This will arouse the children to read. On Friday afternoon, let the children have a half day in which to read stories and give entertainments in which the characters of these books find a place.

First of all, the teacher must read. The

North Carolina
State Library.

teacher must get new life and inspiration. The teacher must feel the force of the library. It will follow as sure as effect follows cause that the children will get new life and inspiration.

Planning the Rural High School

The establishment of rural high schools in North Carolina made possible by the last legislature and now going on throughout the State marks one of the great forward movements in the educational progress of our time. That these schools should from the start be properly organized, manned, and taught is of the first importance. The JOURNAL therefore ventures to make some suggestions to the principals and teachers in these State high schools.

The business of the high school is not simply, and perhaps not primarily, to fit students to enter college, for many of these students never go to college. But everybody admits that there is an urgent need in the State today for more college graduates, in the teaching profession, in the ministry, and in almost every line of business. No high school should set itself a standard lower than the requirements for admission to the freshman class of the better colleges in the State. This is not an imposition on the high schools, for the training that is good for those who go to college is equally good for those who cannot go.

To prepare students for admission to any of the standard colleges throughout the United States, a four years' high school course is necessary. In this high school course the student should have four years of instruction in Latin, including grammar and prose composition, four books of Cæsar, four orations of Cicero, and six books of Virgil's Aeneid; four years of mathematics, including arithmetic, algebra, and geometry; four years of English, including grammar, composition (not rhetoric), and the prescribed reading in English literature now demanded by standard colleges throughout the country; three years of history; at least two years of Greek, French, or German; and at least one year of science. The giving of an amount of work equivalent to what is here outlined is the goal that every high school should at once set itself, and the early attainment of which should be made the earnest endeavor of every high school principal and teacher.

It is not well for the high school to offer too many courses. Thoroughness rather than breadth should be the watchword; and the

method should be intensive rather than extensive. The student can only use such things as he learns well; he will become interested only as he masters the ground covered; and there is no educative or cultural value to be got even from delightful studies like fine poetry or ennobling art, except that there be a sure basis of knowledge. Culture is a flowering of knowledge, and education comes from a mastery of departments of human knowledge that have shaping and formative power over mind and character.

Effective Language Teaching

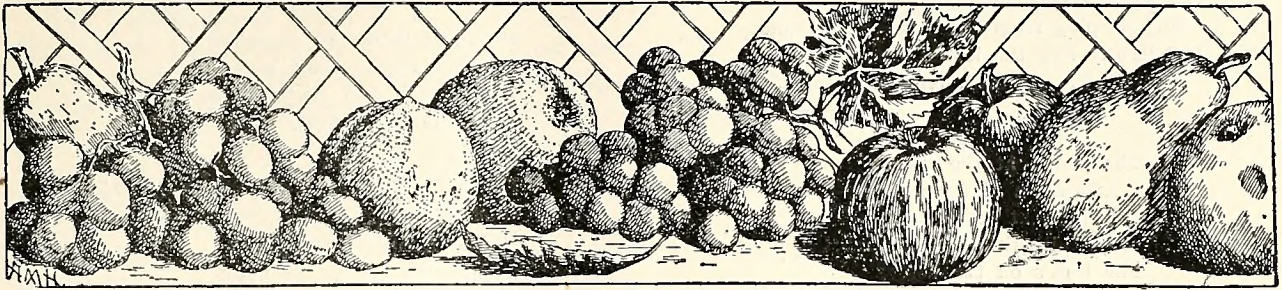
[Continued from Page 14.]

pencil, or pencil and paper, write as the teacher dictates. They have been instructed to use their judgment in regard to capitals, punctuation, quotations, and so forth. When the paragraph is thus dictated, then each pupil takes his book and corrects his mistakes from the book. Let this be a part of the language drill each day, and the results will be surprising in one year's time. Dictation in the manner indicated involves a great deal in exercising nearly all the child's mental power. The senses that are brought into play are hearing, sight, the movement of the hand; while attention, observation, memory, imagination, judgment, reason, and will are all actively engaged. The hand is trained to keep up with the memory in expressing the ideas as they flow through the mind; the ear must catch each sound, while the memory keeps them in place ready for use as the fingers jot them down; the imagination, judgment, and reason are all vigorously at work deciding where one sentence begins and another ends, while the will holds the mind to the words.—*Extract from Report of Supt. J. M. Greenwood.*

Interest begets interest. If the teacher shows plainly that he or she is really interested in the work of teaching, it will not be long until the pupils will be interested and show it—likewise the parents. Did you ever hear a parent say, "You are the first teacher who ever walked away out here to find out why George was absent. I'm mighty glad you came; I didn't know it would make so much difference for him to miss a day. After this he will be in school every day he is well enough to attend. Come over and spend the day with us some Saturday. I intend to visit the school this term just as often as I can?" If you have had parents talk to you in this way, it goes without saying that you are looking after details in the right way, and there will be no lack of interest in your school, and no doubt of your re-election.—*Missouri School Journal.*

As we increase the range of what we see, we increase the richness of what we can imagine.

THANKSGIVING DAY PROGRAM



Thanksgiving Day

(Adopted from Modern Methods)

The study of nature through the year should culminate in the harvest home festival of thanksgiving. After studying about Nature's preparation for winter, the spring's awakening, the bud, the flower, the fruitage, the natural thing is to turn to the Lord of the harvest with thanksgiving. Let this thought run through all the exercises of the day, and all the preparation for it, and selections will easily be found.

We Thank Thee.

Selected.
Sing rather slowly.

C. H. Congdon.

1. For flow'rs that bloom a - bout our feet; For ten - der grass, so
2. For moth - er - love and fath - er - care; For broth - ers strong and
fresh, so sweet; For song of bird and hum of bee; For
sis - ters fair, For love at home and school each day; For
all things fair we hear or see; For blue of stream and blue of sky; For
guidance, lest we go a - stray; For thy dear ev - er - last - ing arms, That
pleasant shade of branches high; For fragrant air and cooling breeze; For
bear us o'er all ills and harms; For bless - ed words of long a - go, That
beauty of the blooming trees, — Fa - ther in heaven, we thank Thee!
help us now thy will to know, — Fa - ther in heaven, we thank Thee!

A SCRIPTURE THANKSGIVING.

1. The day is thine, the night also is thine; thou hast prepared the light and the sun.—Ps. lxxiv.: 16.
2. Thou hast set all the borders of the earth; thou hast made summer and winter.—Ps. lxxiv.: 16.
3. By the breath of God frost is given; and the breadth of the waters is straightened.—Joh xxxvii.: 10.
4. He causeth the vapours to ascend from the ends of the earth; he makes lightnings for the rain; he bringeth the wind out of his treasures.—Ps. cxxxv.: 7.
5. The rain cometh down and the snow from heaven, and returneth not thither, but watereth the earth and maketh it bring forth and bud, that it may give seed to the sower and bread to the eater.—Is. lv.: 10, 11.
6. Praise the Lord from the earth—fire and hail; snow and vapour; stormy wind fulfilling his word.
7. He causeth the grass to grow for the cattle, and herb

for the service of man; that he may bring forth food out of the earth.—Ps. civ.: 14.

8. He sendeth the springs into the valleys, which run among the hills. They give drink to every beast of the field.—Ps. civ.: 10, 11.

9. He left not himself without witness, in that he did good, and gave us rain from heaven, and fruitful seasons, filling our hearts with food and gladness.—Acts xvi.: 17.

10. Thou preparest them corn when thou hast so provided for it.—Ps. lxxv.: 9.

11. The pastures are clothed with flocks.—Ps. lxxv.: 13.

12. Consider the lilies of the field.—Matt. vi.: 28.

13. At our gates are all manner of pleasant fruits, new and old.—Cant. vii.: 13.

14. He hath made everything beautiful in his time.—Eccles. iii.: 11.

THE CIRCLE OF THE MONTHS.

With a string and slate pencil draw on the board a large circle. On this at regular intervals print the abbreviations for the months with pencil. In the center print neatly the following:

"While the earth remaineth,
Seed-time and harvest,
And cold and heat,
And summer and winter,
And day and night
Shall not cease."

As each pupil recites, let him step to the board and with crayon retrace the name of the month he represents. He will seem to the audience to be printing it independently.

January.—

Come, ye cold winds, at January's call,
On whistling wings, and with white flakes bestrew
The earth.
—*Ruskin.*

February.—

Will winter never be over?
Will the dark days never go?
Must the huttercup and the clover
Be always hid under the snow?
Ah! lend me your little ear, love!
Hark! 'tis a beautiful thing,
The weariest month of the year, love,
Is shortest, and nearest the spring.
—*Mrs. Whitney.*

March.—

Ah, March! we know thou art
Kind-hearted, spite of ugly looks and threats,
And, out of sight, art nursing
April's violets.
—*Helen Hunt.*

April.—

Now the golden morn aloft
 Waves her dew-bespangled wing,
 With vermeil cheek and whisper soft,
 She wooes the tardy Spring,
 Till April starts and calls around
 The sleeping fragrance from the ground,
 And lightly o'er the loving scene
 Scatters his freshest, tenderest green.

—Gray.

May.—

The year's at the spring,
 And day's at the morn,
 Morning's at seven,
 The hillside's dew-pearled;
 The lark's on the wing;
 The snail's on the thorn;
 God's in his heaven—
 All's right with the world.

—Robert Browning.

June.—

And what is so rare as a day in June?
 Then, if ever, come perfect days;
 When Heaven tries the earth if it be in tune,
 And over it softly her warm ear lays.

—Lowell.

July.—

The infinite bliss of Nature
 I feel in every vein,
 The light and life of summer
 Blossoms in heart and brain.

—Bayard Taylor.

August.—

Rejoice! ye fields, rejoice! and wave with gold,
 When August round her precious gifts are flinging;
 Lo! the crushed wain is slowly homeward rolled;
 The sunburnt reapers jocund lays are singing.

—Ruskin.

September.—

Then came the Autumn all in yellow clad,
 As though he joyed in plenteous store,
 Laden with fruits that made him laugh full glad—

October.—

Upon his head a wreath that was enrolled
 With ears of corn of every sort he bore,
 And in his hand a sickle he did hold
 To reap the ripened fruits, the which the earth
 Had yold.

—Spenser.

November.—

The wild November comes at last,
 Beneath a veil of rain;
 The night-wind blows its folds aside,
 Her face is full of pain.

—R. H. Stoddard.

I hove me to the threatening gale;
 I know when that is over past,
 Among the peaceful harvest days
 An Indian summer comes at last.

—Mrs. Whitney.

December.—

The time draws near the birth of Christ,
 The moon is hid; the night is still;
 The Christmas bells from hill to hill
 Answer each other in the mist.

Ring out, wild bells, to the wild sky,
 The flying cloud, the frosty light;
 The year is dying in the night;
 Ring out, wild bells, and let him die.

—Tennyson.

HARVEST SONG.

(Eleanor Smith's Songs for Little Children.)

Little children, leave your play,
 Let us all give thanks today;
 For the harvest's golden cheer,
 Earth's gift season of the year.

On the hillside, on the plain,
 Autumn ripens fruit and grain;
 Rosy peach and russet pear,
 Fragrant apples everywhere.

Purple grapes upon the vines,
 Pumpkins straight from golden mines;
 Oats and barley, corn and wheat,
 Hay that cattle long to eat.

Father, 'tis thy loving hand
 Gives the harvest to our land;
 At thy feet thy gifts we lay
 Thine is this fair harvest day.

COLOR FAIRIES.

(From the Primary School.)

"The seventh grade room is going to have a dialogue and dress all up and have a beautiful time on the day before Thanksgiving," said the six-year-old primary pupil dolefully.

"Never mind," answered the first primary teacher, "we'll have a dressed up dialogue and a beautiful time ourselves."

The small pupil went to her seat comforted, but the busy teacher sighed in her turn. "Oh, dear! with so much work to do to get them up to grade!" she thought. "And I have to find all their pieces and copy them all!" The thought was still troubling her when some lucky mischance knocked down a portfolio and spilled out the many-colored tissue papers that had done service at May-basket time; and with that, inspiration came to her.

"I'll take tissue paper," she thought. "Here it is in all the colors, and the shades are the loveliest that could be found. It will be very easy to get up a dressed-up dialogue after all."

So she proceeded to invent a "dialogue" containing the great sum of four lines apiece for eight little maidens in the guise of color fairies and their queen. Then she took her tissue paper and in half an hour had made the finishing touches that were to transform the white aprons and best dresses of her little girls into costumes.

She cut three-inch strips and then, with a fold or two, a dexterous twist and a dab of paste, she made six colored bows with streamers of a beautiful length. With the great tissue how with its floating ends pinned on her left shoulder, each little color fairy felt "dressed up" to her entire satisfaction and looked very pretty.

The queen wore a gilt paper crown and carried a fine scepter, which might have been thought to resemble the school pointer wrapped in tissue paper. She rose and passed to the teacher's chair, which a kindly drapery had turned into a throne. The little color fairies advanced and, joining hands, circled around her, first to the right and then to the left. Then the queen stretched out her scepter and spoke:

Little color fairies,
 Will you come and say
 What you'll do to help us
 Be glad Thanksgiving Day?

RED.

I paint the red cranberries
 As lovely as a rose,
 And all the crimson jelly;
 See how it shines and glows!

[Continued on Page 26.]

WHAT TO OBSERVE IN SCHOOL ROOM

By PROF. J. A. MATHESON

The outline given below is put in the hands of the student-teachers when they begin their observation work in the training school. The purpose of the outline is to suggest *what to observe* and *how to observe*. In this training school no student-teacher is allowed to begin to teach until, in the estimation of the supervising teacher, she is sufficiently well acquainted with the children, the course of study, and the subjects to be taught to insure normal progress in the work of the grade. During this period of observation the student-teacher is allowed to assist, as far as possible, in the work of the grade, in order that the transition from observer to teacher may be made gradually.

While this outline is designed primarily for the young women in the training school, it is full of suggestions for teachers of any grade and for school supervisors as well. It could well serve as a working basis for the young, inexperienced teacher or for one of long standing who must begin anew each year, or for city or county school superintendent in judging the ability of the teachers under his supervision. If teachers were guided by such really helpful suggestions during the school year, many a difficulty arising from the so-called *bad boy or girl* might be avoided. So many things that teachers classify and pigeon-hole as *bad* are but the natural results of defective senses, of home environment, of associations in play and otherwise, of inherent weakness of disposition and will, and many other perfectly natural causes.

OBSERVATION.

I. Names of Children.

II. The Senses.

1. Defect in sight, hearing—evidences of.
2. Fatigue, excitability—evidences of.

III. Instincts and Capacities.

1. How manifested?
2. Do they help or hinder?
3. How does the teacher recognize individual differences?

IV. Effects of Environment.

1. Shown by speech, dress, habits, quality of ideas, etc.
2. Social training—evidences of.

V. Development of Individuality.

1. To what extent do children depend upon the teacher? Imitate? Exercise initiative?
2. Note sustained effort, self-control, deliberation, hesitation.
3. Does a child decide any question of right or wrong?
3. Does a child decide any question of right or wrong, justice or injustice, for himself or others?

VI. Moral Training and Habits.

1. Inculcation of right ideas.
2. Basis for right habits.
3. Motives and incentives appealed to or discouraged.
4. Note strong habits, desirable or otherwise, manifested by class or individuals.

VII. Intellectual Strength of Children.

1. Breadth of experience.
2. Active, alert, slow, backward, or deficient.

VIII. Reasoning.

1. General notions without sufficient knowledge of their contents.
2. Note examples of valid reasoning.
3. Note examples of fallacies in reasoning.
4. Note ability to reason and to discover their own errors.

IX. Development of Intellectual Abilities.

1. Knowledge as a means, not an end.
2. Passive and active attention.
3. The habit forming abilities.
4. Powers of constructive imagination.
5. Subordination of form to thought in teaching.
6. The mentally defective.

X. Deportment of Children.

1. Leaders in group, in room or on playground.
2. Reasons for lack of interest.
3. Appeals made to inattentive pupils.

XI. Study of the Curriculum.

1. Of the subject in the grade in which the student teaches.
2. Of same subject in grades which precede and follow.
3. Of the curriculum of the grade in which the student teaches.
4. Of the curriculum of the departments—Primary, Intermediate.

XII. Planning the Work.

1. Outline of topic to be taught.
2. Detailed lesson plans.

XIII. Presentation.

1. What did the teacher plan to do?
2. What new knowledge did the class require?
3. What evidences were there that the pupils had learned something new?
4. What use of apperception was there?
5. What association of new ideas?
6. What use of devices?
7. Did anything in the teacher's manner help the pupils to learn?

XIV. Interest.

1. How was interest aroused?
2. How was it held?
3. Did any pupil lose interest? Why?
4. Was interest appealed to as an end or a means to an end?

XV. Attention.

1. Evidences of attention or inattention.
2. Evidences of attempt to attend to the teacher and to some personal interest at the same time.
3. In cases of unexpected interruption, was the effect momentary or persistent?
4. To what was inattention, if any, due?

XVI. Self-Activity.

1. Initiative on the part of the pupils.
2. Distribution of work.
3. Is the recitation merely a memory test?
4. Do the children learn to work independently?
5. Is there co-operation and mutual helpfulness?

[Continued on Page 27.]

Lessons in Practical Writing

By Clara R. Emens

This course is based on the natural system of vertical writing and its purpose and object is to teach a free, easy movement which will produce a legible, speedy, smooth handwriting. The movement drills given in Illustration I. may be used in grades above the third. Preface each writing lesson with ten minutes drill on these exercises. Follow this practice with a brisk writing exercise in the copybook as suggested in Simple Directions and Devices.

Diligent, earnest, persistent practice by the learner is essential. Practice systematically, not "once in a while," but reserve time each day for definite work and at such time make every stroke of the pen count.

Time is wasted when practicing with poor materials. Supply yourself with good black ink and medium coarse pen. The "Volpenna" is excellent for such drill. Good penholder with cork base may be used to advantage. Select good paper with a well glazed surface. Pen-wiper and blotter should be ready for use.

POSITION OF BODY AND PAPER.

The body should be self-supporting and square to the front. Do not lean over your work. The paper should be "straight on the desk, that is, the edges of the paper should be parallel with the edges of the desk, and the paper should be in front of the right side of the body and the hand which is to do the work. Place feet naturally on the floor in front of the body."

POSITION OF PEN AND HAND.

Hold the pen between the thumb and second finger with the first finger, nearly straight, resting on it. The penholder should cross the first finger at the knuckle. Thumb should be bent and should rest on side of holder opposite the lower joint of first finger. Do not touch the wrist to the paper. The nails of the third and fourth finger serve as a sliding rest for the hand.

Position of wrist will bring the penholder a little to the left so that it points over the right shoulder.

Be extremely thoughtful about correct position of body, paper, feet, hands and pen, for progress will surely be impeded if there is any relaxing in *position*.

Exercise I. is very important. All of the other exercises are practically based on this one. Place the hand on paper as in Fig. D. Move the hand directly for-

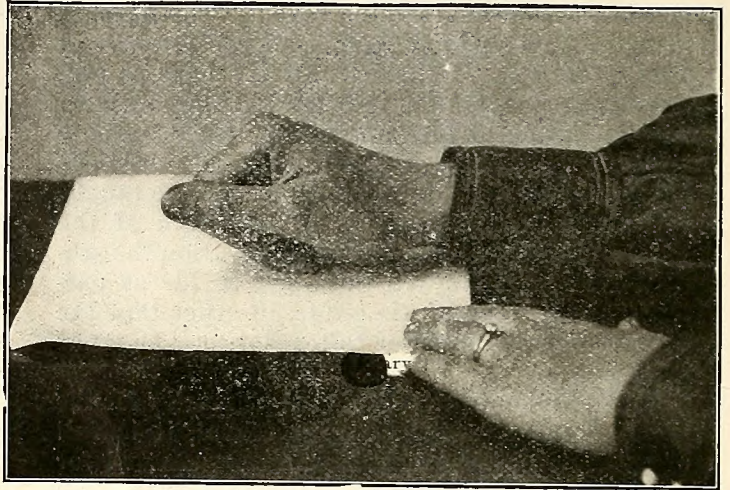


FIG. D.—Illustrates position of third and fourth fingers and wrist. Arm resting on edge of desk. Muscles relaxed.

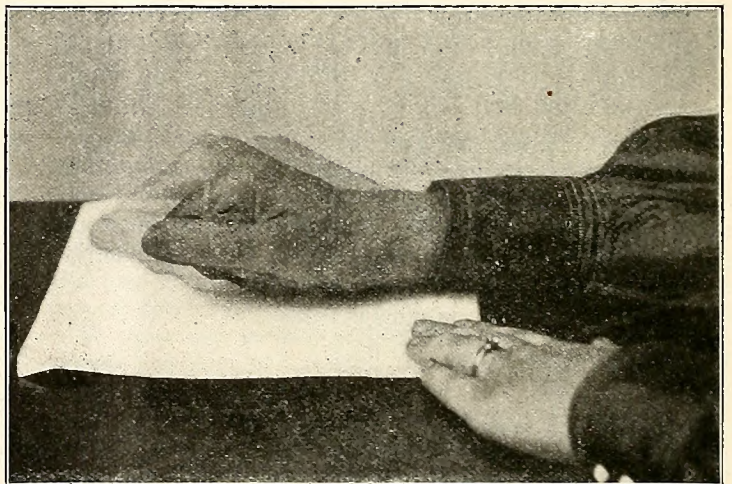


FIG. F.—Illustrates the hand and arm moving forward and backward on muscular rest at edge of desk.

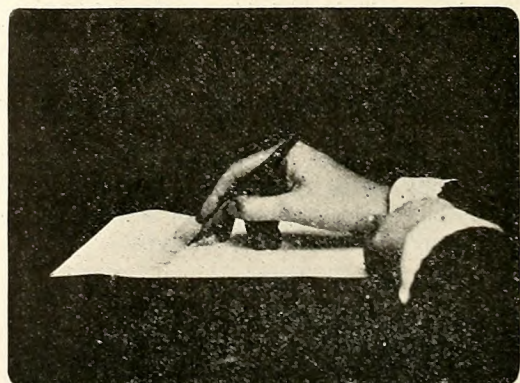
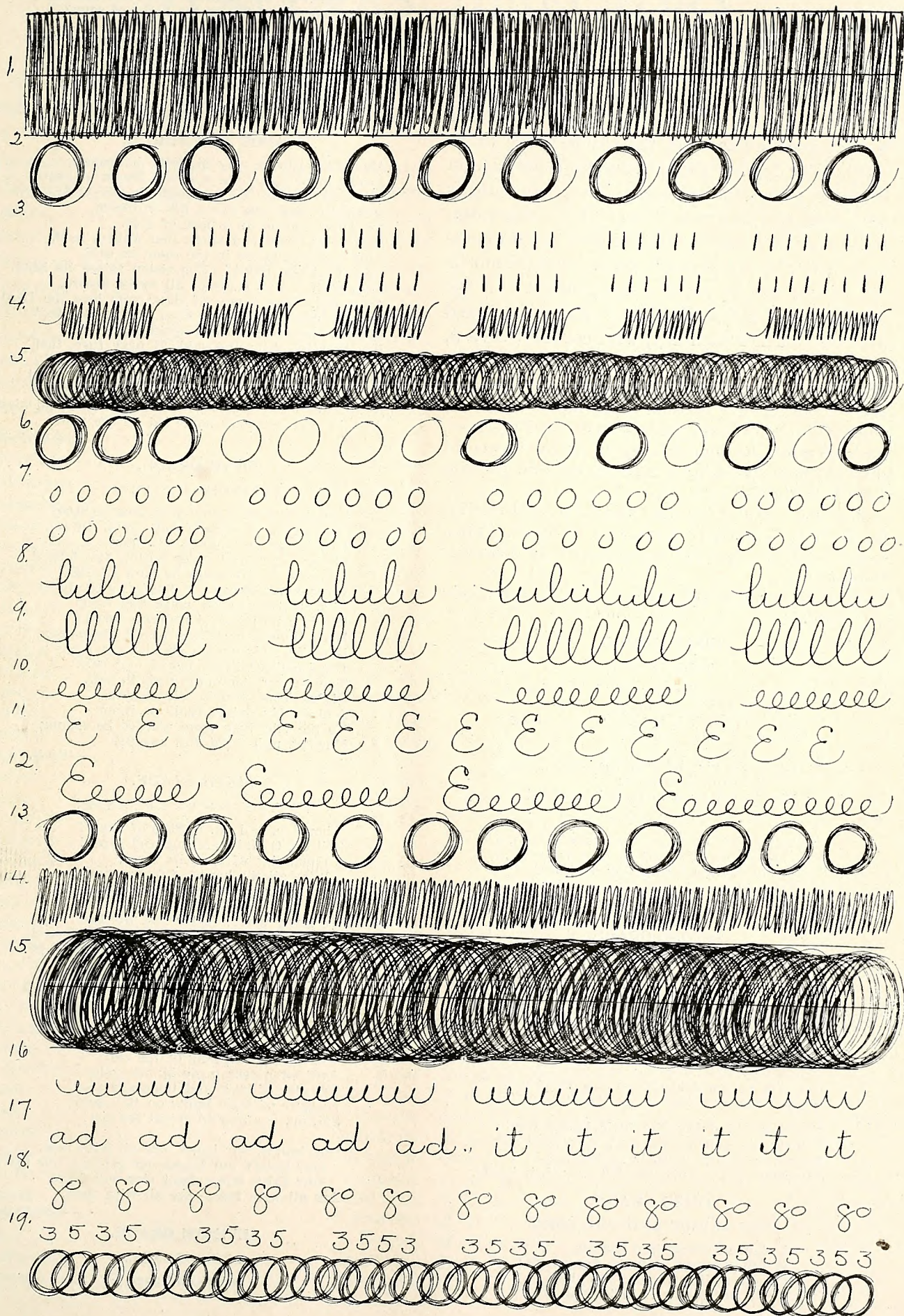


FIG. G.—Illustrates position of hand and pen.

[Continued on Page 28.]

ILLUSTRATION I.



Poetry for Children

Poetry should be read to the children, if not once a day, at least two or three times a week. This work should form the basis of some very pleasant oral language lessons, not a bookish grind, but a pleasant recreation when the teacher is in a good humor and the children are interested. The teacher should exercise some care in selecting poems for children. No school child is too young and no grade is too high for this work. Following this exercise the children should memorize a few selections each year. This memorizing should not be made a task, either. In the lower grades a few lines or a stanza repeated after the teacher each day, with constant review, will fix the words in the memory of the children.

The poem has an important place in the teaching of language because the most beautiful thoughts of our language are expressed in verse, and because the memorizing of it by the child gives to his expression a smoothness and rhythm that nothing else can.

Teach a verse at the time and drill on it until it becomes permanently fixed in the mind. Then take the next verse and so on until the whole is memorized.

The following selections are suitable for use in the grades:

FIRST GRADE.

THE SWING.

How do you like to go up in a swing,
Up in the air so blue?
Oh, I do think it the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide:
Rivers and trees and cattle, and all
Over the country side—

Till I look down on the garden green,
Down on the roof so brown:
Up in the air I go flying again,
Up in the air and down.

—Robert Louis Stevenson.

SECOND GRADE.

AUTUMN LEAVES.

"Come, little leaves," said the wind one day;
"Come over the meadows with me, and play,
Put on your dresses of red and gold,
Summer is gone and days grow cold."

Soon the leaves heard the wind's loud call,
Down they fell fluttering, one and all.
Over the brown fields they danced and flew,
Singing the soft little songs they knew.

Dancing and flying, the little leaves went:
Winter had called them, and they were content.
Soon fast asleep in their earthy beds,
The snow laid a white blanket over their heads.

THIRD GRADE.

THE ARROW AND THE SONG.

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell on earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

FOURTH GRADE.

ABOUT BEN ADHEM.

About Ben Adhem, may his tribe increase!
Awoke one night from a sweet dream of peace,
And saw, within the moonlight in his room,
Making it rich and like a lily in bloom,
An Angel writing in a book of gold.
Exceeding peace had made Ben Adhem bold,
And to the presence in the room he said,
"What writest thou?" The vision raised its head,
And, with a look made of all sweet accord,
Answered, "The names of those who love the Lord."
"And is mine one?" said Abou. "Nay, not so,"
Replied the Angel. Abou spoke more low,
But cheerily still; and said, "I pray thee, then,
Write me as one who loves his fellow men."
The Angel wrote and vanished. The next night
It came again, with a great awakening light,
And showed the names whom love of God had blest;
And, lo! Ben Adhem's name led all the rest.

—Leigh Hunt.

FIFTH GRADE.

LOVE OF COUNTRY.

Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burn'd
As home his footsteps he hath turn'd
From wandering on a foreign strand!
If such there be, go, mark him well;
For him no minstrel raptures swell;
High though his titles, proud his name,
Boundless his wealth as wish can claim;
Despite those titles, power and pelf,
The wretch, concentr'd all in self,
Living shall forfeit fair renown,
And doubly dying, shall go down
To the vile dust, from whence he sprung,
Unwept, unhonor'd and unsung.

—Scott.

SIXTH GRADE.

SAIL ON, O SHIP OF STATE!

Thou too, sail on, O Ship of State!
Sail on, O Union, strong and great!
Humanity with all its fears,
With all the hopes of future years,
Is hanging breathless on thy fate!

We know what Master laid thy keel,
What workmen wrought thy ribs of steel,
Who made each mast, and sail and rope,
What anvils rang, what hammers beat,
In what a forge and what a heat
Were shaped the anchors of thy hope!

Fear not each sudden sound and shock,
'Tis of the wave and not the rock;
'Tis but the flapping of the sail,
And not a rent made by the gale!
In spite of rock and tempest's roar,
In spite of false lights on the shore,
Sail on, nor fear to breast the sea!

Our hearts, our hopes, are all with thee,
Our hearts, our hopes, our prayers, our tears,
Our faith triumphant o'er our fears,
Are all with thee,—are all with thee!

—Longfellow.

SEVENTH GRADE.

RECESSIONAL.

(See second page.)

TEACHERS' DIRECTORY

Rural High Schools Established

The counties below have established public high schools in accordance with the law enacted by the last General Assembly.

Alamance	Melville
Alleghany	Turkey Knob Academy
Anson	Morven High School
Beaufort	Pantego Academy
Cabarrus	Georgeville Academy
Cabarrus	Rocky River
Caldwell	Granite Falls
Catawba	Startown
Catawba	St. James
Chatham	Merry Oaks
Chatham	Pittsboro
Cleveland	Lattimore
Cleveland	Fallston
Columbus	Whiteville
Columbus	Chadbourn
Cumberland	Hope Mills
Cumberland	Stedman
Cumberland	Godwin
Currituck	Poplar Branch
Davie	Farmington
Davie	Cooleemee
Duplin	Warsaw
Durham	East Durham
Forsyth	Walkertown
Forsyth	Bethania
Forsyth	Lewisville
Gaston	Belmont
Gaston	Dallas
Gaston	Stanly
Granville	Knap of Reeds
Guilford	Pleasant Garden
Guilford	Jamestown
Harnett	Angier
Harnett	Lillington
Jackson	Webster
Lincoln	Denver
Lincoln	Crouse
Macon	Iotla
Macon	Higdonville
Martin	Robersonville
Martin	Williamston
McDowell	Nebo
Nash	Red Oak
Nash	Mt. Pleasant
Onslow	Richlands
Pender	Burgaw
Pender	Atkinson
Person	Bethel Hill
Pitt	Farmville
Pitt	Bethel
Richmond	Roberdel
Robeson	Rowland

Robeson	Lumber Bridge
Robeson	Stinceon Institute, Orrum
Robeson	Philadelphus, Red Springs
Rockingham	Madison
Rockingham	Ruffin
Rockingham	Stoneville
Rowan	Granite Quarry
Rowan	Mt. Ulla
Rowan	Woodleaf
Sampson	Clinton
Scotland	Gibson
Surry	Dobson
Swain	Bryson City
Transylvania	Selica
Transylvania	Penrose
Union	Marshville
Vance	Kittrell
Vance	Bear Pond
Wake	Cary
Wake	Holly Springs
Wake	Bay Leaf
Wake	Wakefield-Zebulon
Warren	Wise
Warren	Macon
Washington	Roper
Washington	Creswell
Wayne	Goldsboro
Wayne	Falling Creek
Wilkes	Wilkesboro
Wilson	Lucama
Wilson	Elm City
Yadkin	Courtney

High School Teachers' Certificates

The following teachers have received certificates to teach in the public high schools of North Carolina:

C. B. Alexander	Matthews
Fred Archer	Chapel Hill
B. W. Allen	Franklinton
W. H. Albright	Liberty
W. F. Allen	Southern Pines
W. J. Beale	Pendleton
W. T. R. Bell	Rutherfordton
N. R. Claytor	Chapel Hill
Miss Laura V. Cox	Winterville
Frank Culbreth	Fayetteville
Mark B. Clegg	Crouse
J. E. Crutchfield	Lillington
Miss Eva Culbreth	Clinton
E. P. Dixon	Liberty
George C. Davidson	Fayetteville
J. M. Downum	Gastonia
J. E. B. Davis	Pine Level
J. D. Everett	Robersonville
H. W. Early	Aulander
D. L. Ellis	Clinton
W. R. Freeman	Dobson

G. M. Guthrie.....	Engelhard
M. S. Giles.....	Fonta Flora
R. C. Holton.....	Atlantic
L. L. Hargrave.....	Lumber Bridge
Jackson Hamilton.....	Marshville
George W. Holmes.....	Henderson
John L. Harris.....	Lenoir
Holland Holton.....	Durham
L. R. Hoffman.....	Lowell
Miss Pearle Johnson.....	Pittsboro
T. H. King.....	La Grange
Alexander H. Koonce.....	Roper
Miss Meta S. Liles.....	Tarboro
S. T. Liles.....	Williamston
S. G. Lindsay.....	Dallas
Miss Eleanor L. Mundy.....	Barboursville, Va.
E. L. Middleton.....	Cary
W. F. McCanless.....	Chapel Hill
H. C. Marshall.....	Bryson City
Harilee MacCall.....	Florence, S. C.
K. H. McIntyre.....	Holly Springs
Charles E. McCanless.....	Trinity
Miss Ada D. Mitchell.....	Lexington
Miss Clara M. Pigg.....	Madison
Miss Mary H. Phelps.....	Scotland Neck
Luther B. Pendergraph.....	Durham
Miss Susan B. Penny.....	Raleigh
E. M. Rollins.....	Raleigh
Billie Robinson.....	Wilmington
H. E. Riggs.....	Dobson
A. C. Sherrill.....	Stanley
A. B. Stalvey.....	Pittsboro
Preston Stamps.....	Parkton
J. I. Singletary.....	Bladenboro
M. Shepard.....	Orrum
E. G. Settlemire.....	Granite Falls
W. B. Shinn.....	Granite Quarry
B. I. Tart.....	Warsaw
James Templeton.....	Cary
W. W. Woodhouse.....	White Oak
A. V. Woosley.....	Pleasant Garden
L. L. White.....	Jamestown
G. B. Wetmore.....	Woodleaf
E. L. Wagoner.....	Whitehead
A. P. Whistenhunt.....	Hickory

The following, whose papers had not been graded when the last report was made public, have been granted five-year State certificates:

Miss Sallie Allen.....	Ridgeway
Miss Myrtle Folger.....	Dobson
W. M. Hinton.....	Elizabeth City
R. F. Penry.....	Winston-Salem
Miss Fannie R. Phelps.....	Scotland Neck

Walter F. McCauley becomes superintendent at Roper.

E. M. Rollins, Raleigh, takes charge of the graded school at Farmville, Pitt county.

W. G. Coltrane has accepted the superintendency at North Wilkesboro.

Julian B. Martin, of Virginia, will have charge of the Bethel graded school, Pitt county.

A Small Boy's Composition on Girls

The following is a boy's composition on "Girls:"

"Girls is sisters of boys, and has long hare, wares dresses and powder. The fust girl was called Christmas Eve, though I never could tell why. Most every family has one girl and some of them that is in hard luck has two or three. We have a girl in ourn who is my sister. Girls can grow older and get younger. My sister has been 25 years for three years, and sum day we may be twins. Girls play the pianner and talk about each other. Fat girls want to be thin and thin girls want to be fat, and all of them want to marry doods. Why the Lord made girls nobody knows, but think it was to go to church and to eat ice-cream. There is three kinds of girls—brunet girls, blond girls, and them that has money. Girls are afraid of mice and bugs, which makes it fun to put 'em down their backs."—*Ex.*

It is immoral to do clumsily that which we ought to do skilfully, to do carelessly that which ought to be done with consummate patience, to be satisfied with ugliness when beauty is within reach.—*Hamilton Wright Mabie.*

COLOR FAIRIES.

[Continued from Page 20.]

ORANGE.

I paint the great round pumpkins
To make the pumpkin pies.
Oh, how the children love them!
Just see their shining eyes!

YELLOW.

I paint the yellow popcorn
But soon it turns to white.
The children love to see it dance
Down in the warm firelight.

GREEN.

I paint the round green apples
The children love to eat,
So good and sweet and mellow,
A real Thanksgiving treat.

BLUE.

I painted Essie's jacket
And Ida's ribbons, too,
And Clara's pretty school dress
And Lena's eyes so blue.

PURPLE.

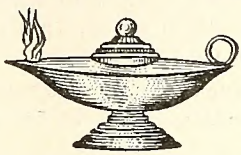
I paint the little violets
That sleep beneath the snow,
To wait until the bright sunbeams
Shall melt the ice and snow.

QUEEN.

Thank you, little fairies,
Most hearty thanks we say,
For all the beauty that you bring,
This glad Thanksgiving Day.

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DECEMBER, 1907



E. C. BROOKS, . . Editor
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No. 4



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A Merry Christmas and a Glad New Year

Oh, bells that chime your sweetest!
Oh, world of glistening white!
Oh, breezes blithly bringing
A message of delight!

From leafless hill and valley
But one refrain I hear:
"A merry, merry Christmas
And a glad New Year!"

A Christmas Song

There's a song in the air!
There's a star in the sky!
There's a mother's deep prayer
And a baby's low cry!
And the star rains its fire, while the Beautiful sing,
For the manger of Bethlehem cradles a King.
In the light of that star
Lie the ages impearled!
And that song from afar
Has swept over the world.
Every heart is aflame, and the Beautiful sing
In the homes of the nations that Jesus is King.

—A. G. Holland.

CURRENT EVENTS

Interest in Cotton

Recently cotton spinners from England, France, Belgium, Germany and Austria made a tour through the South to study the cotton industry. Although these representatives have tremendous capital invested in manufacturing cotton goods in Europe, yet hardly a one had ever seen cotton growing or knew anything of the method of cultivating it. This is one of the greatest industries of the world, and the world is dependent almost entirely upon the South for this staple.

There were over one hundred spinners from Europe in this party. They travelled through North Carolina and the other Southern States. The first cotton growing was seen between Salisbury and Charlotte. The party stopped at Atlanta to attend the Cotton Growers' Association. It can readily be understood how much interest these visitors have in the South when it is realized that three-fourths of the entire cotton crop is bought by these European spinners.

The Atlanta convention was the first international gathering in which both growers and manufacturers were fully represented. It is not to be the last, for a representative committee was appointed to give a permanent character to the international organization perfected at this convention.

Asheville Against Cigarettes

Asheville now has an ordinance prohibiting the smoking of cigarettes by minors. The law went into effect in November, and all boys caught and convicted of smoking cigarettes are guilty of a misdemeanor and subject to a fine of \$5. It is believed that the law will have the effect of putting a stop to the much smoking of cigarettes by boys of this city.

There is a law on the statute books of the State making it a misdemeanor for any one to give or sell cigarettes to minors; but it is almost a dead letter, for the small boy resorts to so many ways to secure the cigarette. In many instances when they are unable to buy or beg they will hunt for "stumps" and smoke them. This new law ought to reach the evil, but as a general rule the small boy is a law unto himself.

A New Star Added to the Flag

A new star was added to the American flag on November 16, by the admission formally into the Union of the State of Oklahoma. President Roosevelt on this day signed the proclamation admitting the territories of Oklahoma and Indian

Territory jointly as one of the American States. Little formality attended the ceremony which meant so much to the people of the two territories. In appending his signature to the proclamation, the President used a pen formed from a quill plucked from the wing of an American eagle. The pen will be deposited with the Oklahoma Historical Society.

By the admission of these two territories as one State, another star is added to the American flag. The number is now forty-six. Utah was the last State before this to be added.

A Hero and His Medal

The Carnegie Hero Fund Commission has awarded a gold medal and \$3,600 in cash to Andrew J. Hedger, of Finney County, Kansas, for extraordinary heroism. Hedger is superintendent of schools. He has an invalid wife and four children. He heard one day that two men had been buried alive by the caving in of a well. He ran two miles to the spot, and found about 200 agitated persons there, not one of them willing to take any risk in saving the lives of the entombed diggers. Hedger scribbled a note to his wife, telling her how to collect his life insurance and what to do with his property, handed it to a bystander, and went down into the well to a depth of seventy-two feet. It seemed as though he was going living into his grave.

For two hours Hedger shoveled dirt like a madman. He then unearthed one of the men, who was still alive. Tying the man to a rope, Hedger sent him to the surface and went on with his digging. He unearthed the other man, tied him to a rope, and sent him up. This man was dead. It was not Hedger's fault. The rope was lowered, and Hedger tied himself to it and was drawn up, more dead than alive.

The Philippine Assembly

With the opening of the Philippine Assembly by Secretary Taft, the islands enter upon a new phase of their development under American rule. During over nine years of possession we have been almost constantly at war with the natives, yet we have accomplished something. The greatest of our achievements is the establishment of the school system, and of local self-government in the cities and provinces. And yet both of these acts have increased the longing of the Filipinos for the full management of their own affairs. The establishment of the Assembly is, of course, the most striking reminder of our nation's goodwill toward the natives, and our promise to turn

over the government of the Philippines to the Filipinos.

Two-thirds of the Assembly desire immediate independence, while the remainder ask the fixing now of a date in the not remote future.

So far as the new Assembly itself is concerned, its powers are, of course, limited. It consists of 81 members apportioned on the basis of one delegate for each 90,000 persons, and it may be increased to 100 members automatically. This Assembly is intended to correspond to our own House of Representatives, and the Philippine Commission is to bear to it somewhat the relation of the Senate to the lower house. The Commission, which is wholly an appointed body, will have the right to veto any measure of the Assembly. In this way "too radical" legislation may be checked.

That the situation in the islands, already a delicate one, may be made more critical by the opening of the Assembly, no one can dispute. Three months ago, on August 23, on account of the reappearance everywhere, after the Assembly elections, of the Filipino flags, the Philippine Commission deemed it necessary to pass a rigid law, forbidding the Filipinos to display the "flags, banners, emblems, or devices used in the Philippine Islands for the purpose of rebellion or insurrection."

Thus it seems the war spirit of the natives is not yet dead.

The Appalachian Park

Interest seems to be growing in favor of the Appalachian Park. A movement is now on for the United States government to purchase all the lands in Western North Carolina embraced in the proposed Appalachian Park reserve. The proposition is being received with some seriousness, and it is probable that the next Congress will be called upon to pass definitely upon this proposition.

With thankfulness to God for his blessings upon the educational work of the year now closing, and relying upon Him for divine guidance may we rededicate ourselves to the great task before us. May the parents and the friends of education be aroused to a sense of their duties, their responsibilities and their opportunities and let no one be content until proper educational facilities are provided for all, a comfortable building properly equipped, a library, and above all a teacher trained to the work, one whose soul is on fire for the cause of humanity, and whose personality can touch, and inspire, and direct the boys and girls of our State; teachers who can open the eyes of their pupils to the opportunities lying all about them, teachers whose lives are in every way an inspiration to their pupils and which will point them to higher, purer, and nobler things.—*C. C. Wright, in his Annual Report.*

Work Pupil Should Do at Home

It would seem, at first glance, that the pupil's work at home should be a thorough unaided preparation of the tasks assigned them—that the lesson, given too often at random, should be thoroughly learned before time of recitation. It would, indeed, be ideal if without injury to him all studies could be mastered by the pupil alone. But when he reflects that many of the ideas which confront the student are new, that the mind is in many cases untrained, and that study is an art acquired after years of persistent effort, the teacher is led to a more charitable view. What is more preposterous than to tell a child coming into the schoolroom for the first time from the world of nature—his playthings and objects with which he has been intimately associated, to learn his A B C's? By what occult power is he supposed to associate so incongruous a thing as A with his hobby-horse or his top? What experience has he had which will enable him to master B or C or any other fact? Yet this is what is often done with the maturer mind. Tasks which are proportionately difficult to the mind further advanced are expected to be accomplished by the student alone. If told to think it out, the greater part of the student's time is taken up on thinking—not about the problem or sentence or whatever the task, but in thinking how to think.

Food put into the stomach is digested and assimilated without conscious effort. The organs of digestion are self-active. Not so the mind. There is, no doubt, a tendency in the mind to assimilate, but this tendency greatly needs culture and training. The teacher's work is to cultivate in the student the habit of surveying and reflecting—the habit of drawing correct conclusions from given data and associating the old ideas with the new. If this is done at the close of the recitation the student's work at home becomes a following out of the hints or outline given on class. The preparation becomes not a drudgery, but a pleasure.

Constant review of work already gone over is an aid to the assimilative power of mind, and this should comprise the major part of the student's work at home. If he has the facts of the previous lessons well in hand the association of these facts with the new can be done on class.

School Gardeners at Home

Washington children a few days ago acted as hosts to their parents and friends at the gardens which they have been keeping this summer. Asters, nasturtiums, dahlias, and many other bright hued blossoms gave the school yards a festive appearance, while here and there an humble vegetable contributed its modest share to the success of the harvest home. More than \$500 worth of produce grown in these gardens was sold during the summer. One boy reported he had taken eighty tomatoes from seven vines.

THE SCHOOL AND THE HOME

By MRS. F. L. STEVENS

(A paper read at the Primary Teachers' Association)

"A babe by its mother lies, bathed in joy;
Glide the hours uncounted; the sun is its toy;
Shines the peace of all being without cloud in its eyes,
And the sun of the world in soft miniature lies."

In the words of our great American philosopher, it is this sun of the world that I would commend to you, for through it lies the future progress of humanity. In the beginning of this discussion the question is: What is this being? What is the child? What is this precious bit of flesh and blood, breathing life and singing the song of immortality? The question has been asked through all the ages, and has remained unanswered. It is the central problem of the universe.

It is a grave responsibility to stand by the cradle of a little child who has just drawn its first breath and is ready to be acted upon by the external agencies which surround it, and realize that it is within our power to affect very largely this environment. No less grave is the responsibility that confronts the teacher of the primary school, particularly the teacher of the first grade, and I am glad to see a movement in the State which will establish the primary teacher upon a proper basis, and which will recognize the importance of her work in a material way. I know of a city school system which is languishing today because of the practice of placing in the primary grades young, inexperienced teachers. So much skill, knowledge, patience, endurance and consecration to the work is required in order to deal fairly with this bit of humanity.

For the first five or six years the home forms the child's environment, and all his experience centers about the home. Usually the school presents new conditions and new requirements, entirely without the limit of his experiences. A small friend of mine started to school in September, and for a month not a day passed that she did not return from school in tears, begging not to be sent to school again. Can the schoolroom be a happy place, can a teacher do more than police duty in a schoolroom containing ninety-five children? That was the condition in that particular schoolroom.

Under the best conditions the school should represent only another phase of home life, a continuation of plays and games. It is fortunate when the child has the advantage of the kindergarten, and I should like to hasten the time when the kindergarten is recognized as part of our educational system in the State. It has been said that the kindergarten trained child is not so amenable to school discipline. What do we mean by discipline? If we mean that a kindergarten trained child is not so easily repressed, then I say

that we owe the kindergarten an additional debt of gratitude.

It is impossible for a child to think without muscular activity. Many grave disorders are brought about by insisting upon a child's sitting still. Children can sit still in one case and one only; when the whole energy is concentrated upon one object or subject. There was an actor who could not read silently without getting a sore throat. The thought had to work out in the accustomed channels by contraction of the throat muscles; a pianist who could not listen to music without one of his fingers becoming sore. Action to a child is a perfect necessity. There is a vital connection between will and attention. People with flabby muscles are less liable to resist temptation. Healthy muscles mean a close relation between knowing what is right and doing it.

In comparing the mature man with the child, the fact is revealed that the man has lost much that he possessed as a child. Many of the longings and outreachings of childhood's hopeful days have been stifled and stopped by unsympathetic parents, teachers, and friends with whom the child has lived. The keen, curious little animal, wriggling and writhing in his efforts to find out things, grows into the stupid, stolid, indifferent, who doesn't want to find out things. If we study closely we find that the one great cause of the activity of the child and the listlessness of man, the interest of the child and apathy of the man, the work of the child and labor of the man, the intelligence of the child and stupidity of the man, is the desire of the child and lack of desire of the man to *know why*. Very soon in life, the little one begins to ask, "why." Here are a few child questions: "Why can't I go out and play in the rain?" "Why can't I have but one piece of cake?" "Why is the sky blue?" "Why does a watch tick?" "Why is keeps a bad game?" "Why can't a boy fly?" "Why must a fellow study his lesson after he knows it?" "Why must I wash my face?" "Why is a girl afraid of snakes?" "Why don't people fall off when the world turns over?" Many a child has this propensity stifled by answers like this: "Well, just for fun to make little children's tongues run," or "Never mind, don't bother me," or "To lay over for meddlers," or "Remember that curiosity killed a cat." Often before the little questioner is of school age his curiosity has been partially paralyzed. Then he goes to school and reasons something like this: You say that San Francisco Bay is a good harbor. There was a time when I wanted to know *why*, but I don't care now. If you say it is, it is all right. I suppose you know. I will try to remember that on examination day.

Sometime, somewhere in the days gone by, some wise one discovered that the rearing of the child was distinctly the mother's work; that the duty of the father was fulfilled when the daily bread was provided, and this has unfortunately come to be regarded as a proper division of labor. Only in rare instances is the father appealed to in the matter of discipline, and often only as the court of last resort. This responsibility of the mother is divided with the teacher in these latter days, and as a matter of course a large part of the discipline is shifted to the school. A small friend of mine was rude at the table not long since. The father, laying down his knife, in a most superior manner, said, "Is that all the manners your teacher teaches you?" So even in the matter of table manners, the teacher has come to be responsible. We deplore this shifting of responsibility from the home, yet every effort on the part of the teacher to bring home influence into the school is to be encouraged.

Nothing so thoroughly brings about this union of home and school as friendly relation between mother and teacher. Visiting the homes of the children will do more to weld the friendship than any one other practice. There can be no coöperation without knowledge of home surroundings. A teacher cannot work intelligently with the individual pupil, without having a knowledge of home conditions. In the old days the teacher "boarded round" and this was a great factor in mutual understanding between parent and teacher. How many misunderstandings, how much injustice would be obviated if the teachers were equipped with the knowledge of home conditions. I have in mind a teacher who made it a practice to call on the mothers of her pupils at the beginning of each school session. Not long after one of these calls a pupil went home with a tale of injustice. The mother immediately met this complaint with, "Now, James, you know Miss C—— came to see me the other day, and I just know from her looks that she would not do what you say she has done. You are mistaken, that's all." That ended that complaint and all other complaints. This little personal touch on the part of the teacher smoothed the way for a most agreeable year's work in a neighborhood that had the reputation of being extremely critical. Aside from right in the matter—and it seems to me a duty on the part of the teacher to visit the parents of her pupils—it will save many an hour of anxiety. In many of the school districts we have compulsory education laws. This law is ineffective without the coöperation of parents and teachers.

Knowledge of home conditions will bring about an adaptability of the school curriculum to home needs, and certainly there is no phase of school work which will tend more strongly toward this coöperation of home and school which we so much desire.

A knowledge of neighborhoods will influence the games, exercises and language lessons. In

all of these the teacher of little children can come closest to home interests. A teacher of factory children will model her language lessons, games and plays to deal with the experience with which the child is familiar. We talk a great deal about education taking people out of their spheres, and it is a just complaint. I believe it is largely due to a lack of sympathetic relation between the home life and the school life. I know a teacher of a primary grade whose pupils come from a region where many of the mothers take in washing as a means of livelihood. Instead of introducing a game wholly out of touch with their interests, they play that it is wash day, scrubbing day; how these little girls wash and scrub; and how the occupation of their mothers is glorified, because the teacher has helped to play their games. A teacher told me only a few days ago that she had had great difficulty in getting any sort of writing work from a certain boy in her grade. He seemed to have no power to express himself in writing. She found that his father was a tobacco grower. She asked the boy to tell her in writing the various processes of raising tobacco. She said that he researched and experimented, and produced a most delightful and comprehensive article. Isn't it a pity that this kind of coöperation is rare?

To further illustrate my point, a farmer who has a \$100,000 farm in the region of a good town, said the other day that he was afraid to send his own boy to the high school in town, because the teachers were likely by precept and example to lead the boy's interest away from the farm, and to persuade him that he should do something "better than farming." The teacher having little interest and no knowledge of agriculture, constantly holds before the boys the attraction of other ways of living, and discourages them from following the business of their fathers. A parent has the right to have the dignity of his profession—and all labor is dignified—receive proper recognition by the educators of his community.

The great problem—how to keep the boy on the farm—how to check the enormous rush of country people to the towns and to factories—can only be met by more attention in our school curriculum to the life conditions of the people. It is in the mind of the little six-year-old that the seeds of contentment in native environment are to be implanted.

Nothing so relieves the trials in discipline as this intimate knowledge of home conditions. Often cases of seeming insubordination are only seeming when viewed from the standpoint of the home life. I have in mind an incident which illustrates my point. A teacher had in her grade three children from one family who were habitually tardy. Scarcely a day but these three children came from five to ten minutes late. The tardy marks on that teacher's reports were startling. So a visit to the home was paid to find out the cause. The teacher found these conditions: The father had been out of work for months, there was practically no fuel and little food, and the

mother had been compelled to keep the children in bed until quite school time, so they could spend the three hours in school in the morning without breakfast, having combined breakfast and dinner at twelve o'clock, and a late supper, thus subsisting on two meals for the day. Of course under such circumstances it was not always easy to regulate the rising hour and preparation by the tardy bell at school. Do you think any school system has a right to come in and say, "Thou shalt, or thou shalt not," under circumstances like these? We are quite likely to forget the individual in the great educational machine which revolves with merciless accuracy. We should always bear in mind that the school is for the child, the individual child, not the child for the school.

Another means of coöperation is by encouraging the parent to visit the school during the school session. We often ask pupils to do home work, and find that parents often hinder the progress of the child in their zeal to help him at home. I have in mind a small neighbor who was learning subtraction. The mother had been taught that when a figure of the minuend was too small, the proper method was to borrow one from the next higher number, and add one to the next term of the subtrahend. The consequence was a completely befuddled little girl, a wornout, disgusted parent, and a teacher very much disturbed over the stupidity of an otherwise bright little girl. Our present method of teaching phonics has quite as many terrors for the uninitiated parent. Would it not be a good plan, if parents wish to assist the work of the pupils at home, to ask them to come at a certain hour when a certain subject is to be elucidated, and see how the subject is presented. Much of the severe criticism—and there is severe criticism by the parent—would be obviated if the parent could see the reason for things. So I wish to emphasize the importance of parents' familiarity with the school, its methods and its routine.

This will be one of the most difficult of our tasks in coöperation, for parents are prone to shift much responsibility to the school. A very good mother said to me the other day, when I suggested visiting the school as a possible solution of a problem that was distressing her: "Why, what do we have superintendents and teachers for but to look after our children—why am I in any way responsible?" This attitude is too common among parents.

Another plan for coöperation that has been given much attention recently is the Mother's Club or the Parent-Teacher Association, as it is called. In many places woman's clubs have undertaken the work, but in most localities the initiative must be made by the teacher. In one of the Los Angeles, Cal., parents' meetings, this incident took place: A principal in this neighborhood asked us to come and hold a meeting, though she said she did not want any organization—she was afraid of it. "All right," we said,

"we wish only to meet the parents and interest them in the work of the schools." As I stood receiving the parents with one of the teachers, a young couple came up to her, and the man said, "Are you Miss R——?" She smiled into his face, replying, "I am." He handed her a note, which read thus: "This will introduce to you my father and mother. They would like very much to see some of my work."

"Are you John Turner's father?"

"I am."

Then there was a hearty hand-shaking, because they both knew John, and that was a great bond. Then the father, in a very English voice, said, "And 'ow is Johnny getting along in his arithmetic?"

"Worst boy I ever had," said the teacher, laughing.

"I knew it, I knew it. I've been reasoning with him every night, but I can't get him to do a thing."

As he and the teacher were looking over Johnny's papers, the mother, a shy little thing, edged up to ask a question. And what do you suppose it was? It had nothing to do with mathematics, and was only this, "Where does Johnny sit?" Wasn't that a motherly question? Don't you see what she wanted? She wanted to catch John's point of view. She wanted for a minute or two to see John's world, as he lived in it every day. She went over and nestled down behind the little desk, and the father, in his round, jolly voice, called out, "Is it a comfortable place, Annie?" Is this only sentiment? Was it only sentiment when I asked the teacher, "Don't you believe John will be a better boy because his mother sat in that seat a little while?"

Another incident is told by Mrs. Schoff, of the National Congress of Mothers, of a little girl who urged all the mothers of her neighborhood to attend the parents' meeting. When asked the reason she said, that her own mother was so different, so much more patient, since she had been attending them.

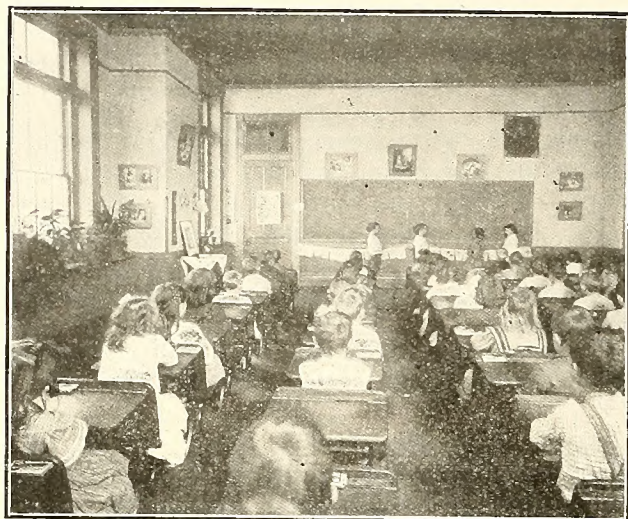
These simple incidents illustrate the touch we aim to secure between the teacher trained to her profession and the mother oftentimes wholly untrained for hers. It has been necessary in this discussion to confine myself to means of coöperation from the standpoint of the teacher. There is another side to the picture, and much can be said concerning the ways and means by which parents may help the school. Whether mother or teacher we coöperate not to increase the efficiency of the school system as a system, but to serve the child.

The best things are nearest; breath in your nostrils, light in your eyes, flowers at your feet, duties at your hand, the path of God just before you. Then do not grasp at the stars, but do life's plain common work as it comes, certain that daily duties and daily bread are the sweetest things of life.—*Robert Louis Stevenson.*

A DAY IN MY SCHOOL ROOM

By MISS LUCY BROOKS

Teacher of First Grade in Kinston Graded School



As several teachers have requested me to help them plan some primary work, and to tell them how I do this work, I have decided to give to the NORTH CAROLINA JOURNAL OF EDUCATION a sketch of a day in my schoolroom, with other suggestions, hoping that not only these teachers, but other readers of the JOURNAL, particularly the teachers who as yet have had little experience, may receive a few helpful thoughts.

BEFORE REGULAR WORK BEGINS.

The children enter my room at 8:30 and we usually spend most of the time from then until 9 o'clock—the time to begin regular work in some game or observation work—anything to induce the children to get to school on time and to start the day off pleasantly.

This morning I selected several children to press the prettiest leaves the children brought—others to arrange the flowers, others to pin up the best drawings and written work of the day before, others to help some children who have been sick and are behind, to learn how to count 100. This took only about ten minutes.

I then took up the seeds I had asked the children to bring today—asking each child the name of the seed as he dropped it into the box.

We spent a few minutes in talking about these “seed babies” mothers—whether the mother was a bush, or vine, or tree, and then sang the song, “The Seed Baby,” which we had been singing every day or so since our last talk on seeds.

We had a few minutes left, and as most of the children were in and we had heard from the absent ones, we asked for the day of the week and sang:

“Happy (Thursday) morning,
Whether rain or shine,
Little children start from home
And run to school by nine.”

We next took the weather record, using a “sun” on our calendar to show it was a sunshiny day, meanwhile singing “Good Morning to the Sunshine Fair.”

OPENING EXERCISES.

When the nine o'clock bell began to ring, it was a signal for the monitors to take up wraps and hats, and for the children to put away tablets.

As I called the roll each child stood to answer to his name. At the signal *one* to turn, *two* to rise, and *three* to face me, the children stood to sing:

“Now before we work today
We must not forget to pray,” etc.

We also sang, “Father, We Thank Thee for the Night” and repeated the Lord’s Prayer, with eyes shut and hands clasped. At the signal, “one, two, etc.,” the children were seated and we then had our morning talk. This morning it was about the Lord expecting all His creation—the birds, the trees, flowers, etc.—to work for Him and make the world brighter, happier and more beautiful; how *these* do not disappoint Him and people should not.

We next had the poem, “God’s Care of Everything,” which we had been reading to them occasionally for a month. After this, I taught the memory gem:

“I’ll be a little sunbeam true
A tiny ray of light,
And try in all I say and do
To make the world more bright.”

This finished our opening exercises.

FIRST LESSON.

I began by giving ear training from Coon’s “How to Teach Reading.”

We then reviewed all the letters (as sounds) we had used since school began, particularly the ones taught the day before, using perception cards and a chart with the alphabet on it in script. (These cards are made with cardboard and a rubber pen each day as I need them).

I call up several children and let them stand in a row. I give each child a card and tell him not to let any one see it or hear him say it till I say, “Ready. Turn cards.” Each child turns his card, holding it upon his chest so all the children at their seats may see. If he misses when I call on him, I ask some child to tell him—have him to turn around and repeat “*t, t, t,*” or whatever it is, looking at his card until all the others have finished. I then ask him what the “*t*” is, to find one on the chart, make one with his finger in the air and write one on the board. I try to call on each child in every exercise.

After this exercise we spent a short while on drawing. Our lesson today was a *bucket*. We alternate with writing and drawing—giving a lesson in one one day and the other subject the next day. This took us up to the first recess.

AFTER FIRST RECESS.

After recess we had a rapid drill in counting by tens, using today the colored balls strung on wires, ten in a row. We also spent a few minutes using our rulers. I said: "Children, I want a banana 7 inches long, a chocolate cake 6 inches high, a box 8 inches wide, etc., show me on your rulers."

After this, I took my nature lesson—which usually comes earlier in the morning. I drew three buckets on the board, put a flower over one, fruit over the second, and a vegetable over the third. I asked each child what kind of a seed he brought that morning, or what kind he'd like to take for his seed—for I wanted each child to help me fill up my buckets. I talked a few minutes about the word vegetable, and told the children to be thinking whether their seed, if planted, would make a flower, fruit or vegetable. We then began to fill our buckets and we had much fun.

Nearly all the children put their seeds in the right buckets. One little boy got his "sweet peas" in the bucket for vegetable seeds.

I then had a spelling lesson with my weaker section. The words were, *it, pit, in, pin, nip, dip, top, mop, nod*. While this section was spelling the other was drawing and coloring "seed buckets," and if they wished, the leaves they brought to school. I try to let this busy work count for something. I don't fail to see it and *praise* the *neat* and *nice*, and we send these papers out as "*helpers*" to the absent pupils. We put them up in the box for "good work," or pin them up in a conspicuous place. In the weaker spelling class I try to see that every child has his pencil on his desk and is paying attention. I then sound the word with the children—ask what they hear first, last, etc., sound the word again, and put it on the board for the children to see. As soon as they have looked, I rub the word out, ask the children to write at the signal, "Ready, write,"—put the word back on the board and ask each child to see if his is like it. I look at each word as it is written and have the child to write his word correctly, if it should be wrong. When all the words are written we *spell* them, that is, tell the word and then sound it.

With my stronger class, I only call the word once, and let them sound it, then I say, "Ready, write," without putting the word on the board. I do not look at their spelling until they have finished all their words, unless it is the work of a weak pupil. I say, "Children, look over your spelling while I go around and see who are the 'helpers'." (If a paper has a misspelled word or is not neat, it can't be a "helper"). I then call on different ones in the class to spell. The

spelling for today was *bag, beg, big, bit, bat, bet, bad, bid, bed, bog, log, lag, leg, hot, sip, men, man, nap*.

In changing work from first to second spelling, we rose and sang, "A Little Boy's Walk." While we were standing we had a finger play, "Ten Rosy Apples," etc.

We also had calisthenics, making the movements to the tune of "Jack and Jill" and "Twinkle, twinkle, little star."

After spelling, we put ladders on the board—taught one new unphonetic word which we will need in the first reader we expect to take up in a few weeks. I put the words we had taken up before on the rounds and asked who could climb up and back again without falling.

I also made a ladder with *ea ai st oo* and asked who could climb it. The children like this. They enjoy talking about whether they are any stronger than when they last climbed. This took us to the second recess. We have 20 minutes at the first one and 30 minutes at the second.

While the children were forming the line, getting ready to march out, we sang, "See the Children Marching," at one recess and "Sing a Song of Sixpence," at the other.

REMAINDER OF THE DAY.

After recess we had ear-training again, and then played out the story, "The Anxious Leaf," which we had learned a week before, and also sang "Come, Little Leaves."

I then asked who would take notes to the absent ones for me, also one of their "helpers" and tell the child as much as he could remember of what we did that day in school.

The monitors gave out hats and wraps. We stood and sang for our closing song, "Jesus, Tender Shepherd, Hear Me."

This closed my work for the day with the fifty-four pupils who were present, and the five absent ones. I say my work is closed. No, I have *five* little fellows waiting to see me for *misconduct*.

One little girl, whose chief fault is disturbing us with too much talk, burst out crying before I said a word, and said, "Miss Brooks, please try me again." I told her I would be glad to do so, and asked her to wait until the others left. I wanted her to help me a little. I had kept her in twice before, and we had a long talk about helping each other and helping ourselves to grow stronger. So all I did was to thank her for helping me water my flowers and say, just as she was leaving, "I believe you are going to try harder than ever before. Let me know if I can help you."

The other four were boys, but none were in for wilful disobedience, so I just took them separately and gave each a little heart to heart talk, and let them go in a good humor, I hope, and with the feeling that they would try a little harder to kill the giants that are about to get them. I think, in most instances, if we have the true teacher's spirit, and if we realize the respon-

sibility we have in dealing with these little ones, that the love in our hearts for them will dictate to us what sort of punishment to use.

What was accomplished:

1. A little self-control.
2. Value of order and neatness.
3. One step in reading, writing and drawing.
4. Expression in song and story.
5. Observation and attention.
6. Coöperation and respect for others.

SUGGESTIONS.

We dramatize everything we possibly can—songs, stories, days of week, months, seasons, directions, etc.

We have games to train the senses, and games to train the imagination. For instance, in the latter, I say, "Children, shut your eyes and let's play, 'The Leaves Are Talking.' What does your leaf say?" Of course the children haven't many ideas of their own, but the teacher may suggest a few things, and soon they will help themselves. This is fine for language work. Let your subject suggest the game, as: "My Pets—How they look and what they can do; "Where the seeds wanted to be planted and why," The visits my roses made," etc. For language work pictures of animals and child life furnish much help and pleasure. In this language work we try to get the children to *talk* as much as possible. It isn't best to criticise mistakes just here. For instance, if a child says, "The twig *seed* the leaf crying," let him say it, but just as soon as you can do so in a tactful way, so as to spare his feelings, repeat the sentence correctly. At other times, except in a language lesson, insist on his giving answers in complete sentences and speaking correctly.

For busy work, instead of drawing what we have had for a lesson that day, we trace and color leaves, draw and color fruit, or cut without drawing what we have had several times before. We hope soon to begin to make paper cuttings of some of the nursery rhymes and stories we have learned.

Instead of having a Bible story every morning we talk about a picture in our schoolroom or become familiar with some of the leading pictures. Teach a song, or read some poem that the children can understand.

When I give a writing lesson the children use unruled paper. If the lesson is *one* letter, I put it on the board, call attention to the form and then have them to write on their papers as I write on the board. Do this till they have the form well enough to write alone. If the lesson is a *word*, say, "dog," I write the word and then let them write it—calling attention to the form of the letter and the space between.

The Calf Path

One day through the primeval wood,
A calf walked home as good calves should,
But made a trail all bent askew,
A crooked trail, as all calves do.
Since then two hundred years have fled,
And, I infer, the calf is dead.
But still he left behind his trail,
And thereby hangs my moral tale.
The trail was taken up next day
By a lone dog that passed that way.
And then a wise bell-wether sheep
Pursued the trail o'er vale and steep.
And drew the flock behind him, too,
As good bell-wethers always do.
And from that day, o'er hill and glade,
Through those old woods a path was made,
And many men wound in and out,
And dodged and turned and bent about;
And uttered words of righteous wrath,
Because 't was a crooked path;
But still they followed—do not laugh—
The first migrations of that calf;
And through this winding woodway stalked
Because he wobbled when he walked.
This forest path became a laue
That bent and turned and turned again;
This crooked path became a road,
Where many a poor horse, with his load,
Toiled on beneath the burning sun
And traveled some three miles in one.
And thus a century and a half
They trod the footsteps of that calf.
And this before the men were ware,
A city's crowded thoroughfare;
And soon the central street was this
Of a renowned metropolis.
And men two centuries and a half
Trode in the footsteps of that calf.
Each day a hundred thousand rout
Followed the zigzag calf about.
And o'er his crooked journey went
The traffic of a continent.
A hundred thousand men were led
By one calf, three centuries dead.
They followed still his crooked way,
And lost a hundred years a day.
For thus such reverence is lent
To well established precedent.
A moral lesson this must teach,
Were I ordained and called to preach.
For men were prone to go it blind
Along the calf paths of the mind.
And work away from sun to sun
And do what other men have done.
They follow in the beaten track
And out and in and forth and back,
And still their devious course pursue
To keep the path that others do.
But how the wise old wood-gods laugh
Who saw the first primeval calf,
And many things this tale might teach,
But I am not ordained to preach.

—Sam W. Foss.

"Where there is no vision the people perish."

North Carolina Primary Teachers' Association

Third Annual Convention at Asheville, October Twenty-fourth to Twenty-sixth

By MISS NETTIE MARVIN ALLEN

If one were asked to compare the three meetings of the North Carolina Primary Teachers' Association, held successively in Greensboro, Salisbury, and Asheville, the comparison would be in terms of *good* and would be "*good, better, best yet.*" Such seemed to be the consensus of opinion among those present at the excellent meeting in Asheville, many of whom had attended the two previous sessions of the Association. Besides over a hundred primary teachers in attendance, these coming from twenty-eight different school communities, there were present seven superintendents of city schools. These last were as enthusiastic over the quantity and quality of the work done during the two days' session as were our own ardent advocates. They were unanimously elected honorary members of the Association, and they in turn heartily promised their most loyal support in carrying out the policy of the same. Said one, "It is the liveliest teachers' gathering I have yet attended. You plan well and really carry out your plans." The continued interest and enthusiasm shown by the teachers proves conclusively that this organization, effected three years ago, meets a need felt among teachers of the primary grades for some help and stimulus which could not be gained in a general assembly of teachers of all grades. Here can be freely discussed those questions most vital to teachers of certain grades and it has been proved that they are of great benefit. All honor, then, to the pioneer leader in this movement—Miss Leah D. Jones, now Mrs. C. L. Stevens, of New Bern, who first advocated the organization of the primary teachers of North Carolina into an association for mutual helpfulness and uplift. Though she has retired from the active teaching ranks, yet her interest is none the less active. She has been President of the Association since its beginning in 1904 and was present to preside over the session.

One of the chief advantages to be derived from any gathering together of co-workers is the inspiration that comes from an interchange of ideas and from the very fact that "in union there is strength." This inspiration was in no sense lacking, and added to it was the uplift that came from being in the "Land of the Sky" during that most glorious month, October, when the mountains were fairly aflame with their gorgeous coloring. For this reason alone, no better place than Asheville could have been selected as a meeting place. The city gave a most cordial welcome to the teachers, the homes being thrown open to receive the guests, and a "right royal time" we had.

As has been our custom at our other meetings,

one of the two days is given over to visiting the primary grades in the city where the sessions are held. This has proved to be perhaps the most helpful feature of the meetings. Thursday morning was spent in an inspection of the work in the Asheville schools. Superintendent Tighe, who all along has been a strong friend of the movement towards the organization by sections, outdid himself on this occasion by the completeness of his plans to have the visiting teachers get the most help from their observations. He was ready to be of any service personally, and literally opened the doors of his nine primary schools, these including three public kindergartens. The work done in the schools was of a high order, and many were the new ideas given and received during this morning's observations.

Thursday afternoon the local committee left free for a drive over the Biltmore estate, which was a rare treat to all. On Thursday evening a reception was tendered the delegates by the Asheville teachers. This was given in the Young Men's Christian Association rooms. Mr. J. J. Britt, of the City School Board, welcomed the visiting teachers, and Miss Mena Davis, of Salisbury, responded in a most happy manner. A program of music and readings was rendered by "home talent," after which refreshments for the "inner man" were served. This social mingling is another attractive feature of our annual meetings.

Friday morning the Convention had its first business session, Mrs. C. L. Stevens presiding, Miss Mary O. Graham, of Charlotte, being in her place as Secretary. Rev. J. S. Williams opened the session with prayer, after which the routine business was taken up and disposed of. The morning's work consisted of papers and open discussion on the following subjects: "Deficient Children," by Miss Fannie Anderson, of Charlotte; "Drill Work," by Miss Nettie Marvin Allen, of the Training School, State Normal College, Greensboro; "Home Study," by Miss Anna Meade Michaux, of the Greensboro City Schools. All these subjects provoked lively discussions from the members of the Association, and in consequence were of mutual benefit. Supt. J. A. Bivins, of Monroe, made the formal address of the morning on "Humor in the Schoolroom." He handled his subject in an interesting and appreciative manner, giving the teachers much to think about along this line, urging upon them most of all the absolute necessity of relaxation from the tension of the ordinary schoolroom by means of the "safety valve" of humor.

During the afternoon session a paper on "Busy Work" was read by Miss Annie Wetmore, of

Dnke. She gave definite, usable suggestions along this sometimes neglected, sometimes overdone line of school work. At every annual meeting there has been present, by special invitation, some mother who has at heart the interest of both home and school, who is asked to speak to the Association on the coöperation of these two agencies in a child's development. This year Mrs. F. L. Stevens, of Raleigh, honored us by her presence and addressed us on "The Home and the School." So many things have been spoken of as "the most helpful feature of the occasion"—this address on this subject has always been a distinctively inspiring feature and this year "our hearts burned within us" as we listened to Mrs. Stevens pointing out how necessary was this coöperation between the home and school and how closely was the teacher's and the mother's work allied, and how best might be brought about the feeling of fellowship between the two. Her address will be of lasting benefit to all who heard her.

Not to be outdone in kindly courtesy by the superintendent of schools, the local committee of arrangement, nor the city teachers, the school board asked the pleasure of giving the visitors a trolley ride to Overlook Park, an attractive resort above and beyond Sunset Mountain. Special cars were provided and we climbed to the summit of Overlook "just as the sun went down." Words were powerless to express our delight, so we resorted to "Ohs! and Ahs!" to give vent to our feelings, when to many of us there came for the first time such a "vision splendid" of our own Carolina mountains in this Land of the Sky.

In the discussions of whatever nature, all roads seemed to lead to this Rome—the evils of over-crowding in primary grades. At the Friday evening session Miss Johnsie Coit, of Salisbury, read a carefully prepared paper on this subject. She spoke from a full heart, having herself battled with the various problems arising from an overcrowded classroom. She discussed the problem from many viewpoints, pointing out forcefully the manifold evils arising from such crowding as is too common in our primary classes. Her discussion caused us to "stand pat" than ever on the plank of our platform relating to this evil.

After this paper was read, there followed next in order the election of officers for the ensuing year, which resulted as follows: President, Miss Mary Owen Graham, of Charlotte; Vice-President, Miss Anna Meade Michaux, of Greensboro; Corresponding Secretary and Treasurer, Mrs. Edgar Johnston, of Salisbury; Recording Secretary, Miss Eva Stewart, of Gastonia.

The final session was held Saturday morning. Miss Mary Graham, of Charlotte, conducted a Round Table Discussion on "Helpful Suggestions for the Work," which was entered into heartily by many of the teachers. The unfinished business was closed up, reports of committees received, etc.; the Association did not adjourn

until the resolutions adopted at the Salisbury meeting were re-read and re-endorsed. To keep them fresh in the minds of school people of whatever grade, they are appended to this report:

RESOLUTIONS ADOPTED BY THE PRIMARY TEACHERS' ASSOCIATION.

Be it resolved:

1. That the Primary Teachers of North Carolina have united their efforts and banded themselves together in this Association for the purpose of strengthening the primary work in every county of the State by concerted action and interchange of thought.

2. That by this mutual intercourse we realize that to give to the children the best development mentally, physically, and spiritually, we must by some means reduce the number in each grade to a maximum of thirty.

3. That in order to accomplish this we must have, and earnestly beg for, the coöperation of superintendents, school boards and parents.

4. That the aim of this Association is to form a broader and firmer foundation upon which to build a higher and nobler citizenship for the State of North Carolina, and this can only be realized by stronger teachers and fewer children to the grade.

Thus endeth the reading of the third chapter of the history of the North Carolina Primary Teachers' Association. No words of praise are too much to say in regard to the local arrangements for the meeting in Asheville. Miss Mary Ward, as chairman of the committee of arrangements, with her faithful helpers did everything for the comfort, pleasure, and profit of each visiting teacher. To Superintendent Tighe, too, is due much of the success of this convention.

The place of the next meeting was left in the hands of the executive committee. It will probably convene next in a central or eastern locality. To whatever town or city the Association goes, it will bring as well as receive help and inspiration, because it is above all a purposeful organization.

The most important lesson to be learned by the youth is industry. The habit of industry is responsible for the country boy so often taking the lead. In his case the habit is so strong that he is positively uncomfortable when he is not doing something worth while. A child will not form this habit, however, unless some of the work is something that he likes to do. Farming furnishes this variety. Do our schools provide such a variety? They have not done so in the past, but manual training, agriculture, and domestic science are being introduced to meet this condition and to supply practical training for life's battles. Industrial competition keeps pace with growth in population. It will not be long until there will be no high schools requiring every boy and girl to study Latin.—*Ex.*

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If the majority of the children hate history and geography, it is because the teacher dislikes these same subjects.

Which subjects do you study most at night? Is it not true, then, that you devote more time to these subjects in the classroom?

Principal J. L. Woodward was among those who received a State high school certificate. He has recently been elected principal of the county high school at Webster.

If the child studies more than the teacher he will grow more than the teacher. According to this progression it is only a question of time when he will know more than the teacher.

How much of the school work is tiresome and uninteresting to the teacher? Think about this carefully and you will learn how much of it is tiresome and uninteresting to the children.

What subjects are children most interested in? When you make some observations along this line you will find that they correspond to the subjects that the teacher is most interested in.

Teaching the same subject in a dozen different ways is better than teaching it a dozen times in the same way. It is certainly more effective. Change and variety are the life of the schoolroom.

The banner which is offered each year to the school in Wilkes county making the highest per

cent of average attendance, was won this year by Mr. and Mrs. W. H. Miller, in No. 3, Edwards township. The second prize was won by Miss Carrie Jarvis, of Piney Grove, Walnut Cove township. One feature worthy of note is that the banner for 1905-6 was won on an average attendance of 62 per cent. For 1906-7 it took an average of 79 per cent.

Supt. C. C. Wright has just published a very interesting report of the progress of education in Wilkes county. Within six years school property has increased \$15,000, monthly salary of teachers has increased \$10, enrollment has increased 10 per cent, illiteracy has decreased from 15 per cent to 7 per cent. Number of local tax districts has increased from nothing in 1901, to 20 in 1907. Rural libraries have increased from 1 in 1901, to 75 in 1907. Few counties can show better progress than this.

Mr. R. D. W. Connor, Secretary of the State Historical Commission, of Raleigh, has just issued a pamphlet on Sir Walter Raleigh's Settlements on Roanoke Island. It contains thirty-nine pages and is well illustrated. Every teacher in North Carolina should have a copy of this pamphlet. It should be read in the schoolroom in the place of the regular history lesson from the text-book. Both the teacher and the children will learn much that has not appeared in the text-book. Be sure and write for a copy.

Supt. Charles L. Coon, of Wilson, is one of the best executive school men in the State. He believes in order, and he enforces it. He believes in obedience to law and he requires it. Those students or non-students who believed that the Wilson schools were subject to the whims of the whimsical, the fancies of the fanciful, and the lawlessness of the lawless, must readjust their ideas. Superintendent Coon will be superintendent of the Wilson schools as long as he remains in Wilson, and if the mayor will continue to uphold him, Wilson will have one of the best school systems of the State, for its superintendent knows how to make it so.

The Stonewall Jackson Manual Training School will be located at Concord. This is the reformatory that was established by the last legislature. Mr. J. P. Cook, chairman of the committee on selecting a location, presented Concord's proposition of \$1,000 and a donation of

227 acres of land. The value of the land is placed at \$9,000. It is expected that work will begin on the buildings early in the spring. Supt. Walter Thompson, of the Concord graded schools, has been elected superintendent of the Training School. This is a good selection. Superintendent Thompson is a good school man, a strong executive, and the Training School has secured a good organizer.

The Biennial Report of the State Superintendent of Public Instruction has just made its appearance. The report contains in one volume all the recommendations and statistical tables that have appeared from the State Department in the past two years. These were commented on as they appeared, but the public will find in this volume the best information as to the educational status and progress, which is very marked, that has ever appeared. The school men of the State should study this report. Too many do not fully appreciate what has been done within the past few years and what still remains to be done. Those living in strong educational centers sometimes forget that the whole State is not equal to that strong center and are unmindful of any duty to the outside world. This is a valuable document.

The Women's Betterment Association

There was a time in North Carolina, and not many years ago, when the Betterment Association was one of the most active educational forces in the State. County superintendents in over half the counties had nothing but praise for the women, both teachers and mothers, who were making the school the social center. Through this agency the teacher communicated with the patrons, and the patrons took pride in the community school. The tendency was to unify the community for educational progress and social elevation. Through this agency the county superintendent was enabled to build better school houses and elevate the standard of teachers. Adjoining States caught our contagion and their women became active.

Within the past year this Association in North Carolina has been noticeably quiet. Is this silence and apparent inactivity but the preparation for a larger service, or is it but the beginning of the end of the work of the Woman's Association for the Betterment of Public Schools in North Carolina?

The women of Georgia are still doing things.

A report of their annual session at Tifton, Ga., in the Atlanta Constitution, fills two columns, closing with the following:

"An incident creating the greatest enthusiasm at the morning session was, when on the appeal made by Mrs. M. A. Lipscomb, Mrs. J. K. Ottley and others, the women of the convention pledged themselves to raise \$2,000 for the completion and maintenance of a model industrial school for the mountain children of the district of Tallulah Falls. They will continue their interest in the industrial school at Rabun Gap, as the Daughters of the Confederacy at their last State meeting pledged themselves to help Rabun Gap, and as the attention of the Daughters of the Revolution has been attracted by Miss Berry's school for mountain boys, near Rome, it would seem that at last direct steps are being taken to solve Georgia's white problem among the mountain people."

One Way to Raise the Standard

Every county superintendent desires to see more first grade teachers in the schools. Every teacher desires to be rated as high as possible. Every parent desires to have the best teachers in his district. These are all uncontrovertable statements. We have our institutes, but they last only a week or two and come once in two years. We have our county associations, but they come once a month and last only about two hours. We have no definite systematic course for the teachers to follow; all that the teachers, who desire to study, have to guide them are the county superintendent's examination questions or the State examination questions.

In our institutes we go over and over the elementary work. We talk long and enthusiastically about methods, purposes and ideals, yet we travel in a narrow circle from year to year. And what studying is done is not organized and directed toward any very definite end, except to pass the examination. The average length of the school term is nearly five months. In many counties the teachers are actively engaged for a longer time, while in others for a shorter time. A good teacher teaches herself while she teaches the students. In fact the two processes are bound to go together. Here is the time and the opportunity for consistent and continuous progress.

There should be outlined a progressive course for teachers—a group of subjects, not too many, but rich enough to afford a good curriculum—beginning as far back in the grammar grades as necessity calls for, and extending on through

the grammar and the high school grades and possibly through the freshman and sophomore years of the college. This course should be given credit by the county superintendent as fast as they complete definite parts of it. The examinations should take some such turn as this. It is just as reasonable to make high school students stand the grammar school examination every year as it is to make the grammar school teachers stand the primary examination every year, whether they teach those subjects or not. Many a college graduate today who is standing the State examination for high schools, will be unable five years hence to stand the same examination unless he confines his study to these subjects. And this would mean very little progress. It is the duty of the teacher to move away from one group of studies to another. Having completed one group of studies he should use this knowledge, skill and power to complete another higher group, but the knowledge of the first group will be transformed into the knowledge of the second group, and much that was fresh knowledge will be, as we say, forgotten. It is in this way that students grow.

If we accept this principle, teachers should have a progressive course. They should meet with the county superintendent and he should examine them and instruct them monthly on the progress in this course, and when the yearly examination comes he should give them credit for the work done, and this should be their examination. If the county superintendent is a skilful teacher, as he should be, he will know how to arrange the course so as to keep a sufficient number of reviews in order that the course may be consistently studied, but our methods of examination seem to stand in the way of progress, for they do not encourage the teachers to do work beyond the scope of the examination, which is very elementary. A course should be outlined and the examination should follow the course, not precede it, as the case is today. The only way we have of elevating the teaching profession is to raise the examination. With no course outlined, the teachers cannot tell how much studying to do to meet these requirements. Hence a raise of standard will reduce greatly the number of first grade certificates until the teachers work up to it. This is putting the cart before the horse. Outline a progressive course for the teachers. Require so much of it to be done each month, and at the end of the year give the teachers credit for the amount done. In this way the examinations will take care of themselves, and the superintendent will be improving his teachers all the time.

To the City Superintendents:

GENTLEMEN:—Do you know that your graduates are being criticised because they cannot stand the public school examination in arithmetic, grammar, geography and United States history? They can give the Latin declensions and conjugations, but fail to understand or explain an English construction. They can prove that the angles of a triangle are equal to two right angles, but are unable to work common fractions. They can give you the history of the Restoration, but are unable to explain the French and Indian War. They enjoy telling of the age of invertebrates, but know little of the resources of North Carolina. They can name the kings of England chronologically, but are ignorant as to the organization of their own municipality. Thanking you for your kind attention, I am,

Very truly yours,

THE PUBLIC.

High School Teachers' Certificates

At a meeting of the State Board of Examiners in November, the applicants whose names are found below were granted certificates to teach in the public high schools of the State.

In order to meet peculiar conditions incident to the brief notice of examination and requirements under a new law and to give to applicants that will do high school work this year an opportunity to comply with the requirements of the law and of the State Board of Examiners by the time for the next regular examination, it became necessary to issue a few emergency certificates. These are good only for the present school year and are not subject to renewal or extension without examination. A few special certificates were issued upon successful examination, authorizing applicants to teach special subjects in public high schools for a term of one year.

Regular High School Teachers' Certificates were granted to the following:

V. C. Akers, West Durham; C. D. Franck, Richlands; R. R. Phelps, Ansonville; J. A. Williams, Hope Mills; T. A. Holton, Yadkinville; Miss Margaret Bulgin, Franklin; E. McK. Highsmith, Burgaw; Miss Elizabeth Kelly, Franklin; J. A. Livingston, Granite Quarry; Miss Amelia Meares, Angier; J. E. Purcell, Jr., Atkinson; Miss Margaret Ricks, Tarboro; S. T. Stancell, Chapel Hill; George B. Strickland, Lucama; J. W. Van Hoy, Jennings; J. R. Ware, Rich Square; P. H. Nance, Cana; James Hutchins, Dimette; Miss Florence Schaeffer, Wadesboro; Miss Mabel Stallings, Wilkesboro.

The school teacher is the seed corn of civilization.—*Dr. Charles D. McIver.*

EDUCATIONAL ACTIVITIES

Gaston County Teachers

The Gaston County Teachers' Association met at Dallas on November 9 and organized for the year by re-electing Prof. J. S. Wray, President, and Prof. S. P. Wilson, Vice-President.

Encouraging reports were made from the various schools, and drill work was most interestingly discussed by Miss Nettie Aller, of the State Normal. The morning session was closed with an eloquent address from Rev. E. L. Bain, of Gastonia.

It was decided that the work of the Association could be more effectually accomplished by dividing into sections, and the afternoon session was taken up in perfecting the organization of the sections. The high school section organized by electing the following officers: President, Prof. J. B. Henson; Vice-President, Prof. S. G. Lindsay; Secretary, Miss Mabel Patrick; Committee on Program, Prof. F. L. Jackson, Prof. S. P. Wilson, and Miss Muriel Bulwinkle.

The primary section elected the following: Chairman, Miss Mabel Bulwinkle; Secretary, Miss Bettie Coon; Committee on Program, Misses Rankin, Stuart, and Morris.

Hereafter the afternoons will be devoted to section meetings.

The next meeting will be held at Belmont on December 7. Dr. Edwin Mims will address the teachers at this meeting.

Caldwell and Washington Counties

This is the season when the superintendents are calling the teachers together for serious work. The county association is the most helpful agency; and it is being so recognized by the teachers. Below will be found two programs:

CALDWELL COUNTY, NOVEMBER 16, 1907.

- 10:10-10:20. Opening Exercises—Rev. D. P. McGeachy.
- Music—Mrs. Jones and Miss England.
- 10:20-11:20. "Woman's Betterment Association"—Miss Boddie.
- 11:20-11:30. Round Table.
- 11:30-12 m. "Duties and Responsibilities of School Committeemen"—Capt. Edmund Jones.
- 12-12:20. "Teaching U. S. History"—Supt. J. L. Harris.
- 12:20-12:30. Round Table (High School Work.)
- 12:30-1:30. Dinner.
- 1:30-2. Grammar and Diagrams—Supt. Chas. M. Staley, Hickory, N. C.
- 2-3. Drawing—Mrs. D. N. Read, Webb & Ware's representative.
- 3-3:10. Round Table.
- 3:10-3:30. "How to Secure Better Attendance"—V. M. Beach.
- 3:30-4:30. "Educational Progress in Caldwell County"—Supt. Y. D. Moore.

WASHINGTON COUNTY.

- Song—"Carolina," by teachers.
- "What the Teacher Owes to Her Pupils and Vice-Versa"—Miss Lizzie Goelet. Discussion by Mr. L. J. Spear.
- "Some Incentives to Good Attendance"—Supt. M. P. Jennings. Discussion by H. N. Ainsley.
- "The Advantage of a Good Program Well Observed"—Miss Hilda Spruill. Discussion by Miss Gertie Mizell.
- Drill Class by Miss Augusta Carstarphen. (History.)

AFTERNOON SESSION, 1:30.

- Monthly Reports—Supt. C. J. Everett.
- "Nature and Extent of Work the Pupil Should Do at Home."—Supt. Walter F. McCannless. Discussion by J. L. Norman.
- Drill Class in Arithmetic by Miss Neva Cahoon.
- "The Secret of Holding the Pupil's Attention"—Miss Nina Banks. Discussion by Miss Mabel Hamm.
- Drill Class in English by Miss Stella Blount.

Northeastern District Association

The Northeastern District Association of County Superintendents met at Tarboro November 14 and 15. The following program was arranged:

THURSDAY NIGHT, 8:15.

- Words of Welcome—Prof. F. S. Wilkinson.
- "What Should a Superintendent Do When He Visits a School?"—Supt. R. W. Askew.
- "The Teachers' Association"—Supt. J. O. Alderman.
- "How to Secure and Use a Teachers' Library"—Supt. R. J. Peele.

FRIDAY MORNING, 9:30.

- "How to Use a Rural Library"—Supt. W. G. Gaither.
- "Suggestions on Grading Rural Schools"—Supt. P. J. Long.

EDUCATIONAL RALLY, 10:45.

- Address—"The Township Committeeman"—State Supt. J. Y. Joyner.
- Address—"The Public School Teacher"—Supt. W. H. Ragsdale.

FRIDAY AFTERNOON, 2:30.

- Address—"The Woman's Betterment Association. How It May Be Made to Help the Work."—Mrs. W. R. Hollowell.
- "A Revival of 'Friday Afternoon Exercises.'"—Supt. W. S. Wilkinson.
- "What Class of Work Should Pupils Do at Home."—Supt. C. J. Everett.
- "The Township Meeting"—Supt. G. R. Little.
- Business Meeting of the Association.

FRIDAY NIGHT, 8:00.

- Educational Address—Governor R. B. Glenn.

North Carolina Day Program

Friday, December 20, is the day set apart for the public schools to celebrate "North Carolina Day."

A pamphlet has been issued from the office of

the State Superintendent of Public Instruction which contains the material for the exercises to be held in the public schools of this State on "North Carolina Day," Friday, December 20. The matter was compiled by Mr. C. H. Mebane, of the department, and the pamphlet is gotten up in a very attractive style, the front cover bearing the picture of the State and United States flags.

THE PROGRAM.

Preface—J. Y. Joyner.

"Suggestions to Teachers"—J. Y. Joyner.

"Ho! For Carolina!"—William B. Harrell.

"Origin of the Scotch-Irish"—C. H. Mebane.

"Counties Settled in Part by Scotch-Irish"—C. H. Mebane.

"The Scotch-Irish in Orange"—Frank Nash.

"The Regulators"—E. C. Brooks.

"Capture of Charlotte by Cornwallis"—M. C. S. Noble.

"Battle of King's Mountain"—W. C. Allen.

"My Country, 'Tis of Thee"—S. F. Smith.

"Rev. David Caldwell, D. D."—Joseph M. Morehead.

"James Knox Polk"—Mary Augusta Bernard.

"Andrew Jackson"—E. W. Sykes.

"William Jackson"—E. W. Sykes.

"William Alexander Graham"—R. D. W. Connor.

"The Scotch-Irish in North Carolina; Their Schools"—Charles Lee Raper.

"The Old North State"—William Gaston.

The pamphlet is to be made a basis for the study of North Carolina history by the schools of the State for some time before North Carolina Day, and on that day those children to whom the different articles have been assigned will be called upon to answer the questions assigned them.

Following the chronological order of the State's history, the subjects of the North Carolina Day programs have been as follows: In 1901, "The First Anglo-Saxon Settlement in America;" in 1902, "The Albemarle Section;" in 1903, "The Lower Cape Fear Section;" in 1904, "The Pamlico Section;" in 1905, "The Upper Cape Fear Section." Last year it was deemed proper to turn aside from the State's history to devote the day to the study of the life, character, and valuable services of the late Dr. Charles D. McIver. This year the "Scotch-Irish Settlements in North Carolina" was settled as the subject for North Carolina Day.

A Notable Educational Meeting

A conference of the State Superintendents of the Southern States, the Campaign Committees of the Southern Boards, the Professors of Secondary Education in the Southern Colleges and Universities, and the Executive Committees of the Conference for Education in the South will be held at the Piedmont Hotel, December 5 and 6.

Hon. J. Y. Joyner is President of the Association of Southern State Superintendents, and he has called this Association to hold its first meeting with the campaign committee and the professors of secondary education.

The object of this meeting is to bring into

closer harmony the popular educational forces of the several States, for mutual information and inspiration, upon a more intimate basis than has heretofore been possible in the large annual conference.

Association of Colleges and Preparatory Schools

The thirteenth annual meeting of the Association of Colleges and Preparatory Schools of the Southern States met at Birmingham, Ala., November 7th and 8th. The object of this Association is to promote high school instruction and a uniform college entrance requirement. Nineteen colleges and universities of the South constitute the Association. Those of North Carolina are the University and Trinity College.

Reports from the States on recent high school legislation and progress in the South occupied the greater part of the meeting. One striking feature of these reports was that nearly all the Southern States started about the same time to encourage public high schools by State aid, and it is all just now in its formative period. In Virginia, the schools are graded according to the number of teachers and the length of the high school course. One fact was brought out by Dr. Bruce B. Payne, of the University of Virginia, that since the establishment of the public high schools the number of male teachers has increased considerably. The report from North Carolina, made by Prof. N. W. Walker, of the University, showed that our greatest need is good teachers, for several of the schools are unable to open on account of a lack of thoroughly equipped men and women for the work.

Prof. Walker's report brought out the following points of interest:

1. We have secured the enactment of a high school law carrying an annual appropriation of \$50,000.00 to encourage high school instruction and teacher training.

2. Under this law 156 high schools have been established in 81 counties, and there are applications for many others.

3. These schools are under State supervision; are taught by competent teachers licensed by a State Board of Examiners; and are pursuing definite, systematic courses of study.

4. The material equipment provided for these schools has been furnished by the local communities in which they are located. The value of the school property of the State has thus been greatly enhanced in value, but no figures are at hand indicating to what definite extent.

5. A healthy sentiment for better high school facilities is abroad and it is growing all the while.

The high school curriculum presented by Prof. P. P. Claxton, of the University of Tennessee, provoked a lively discussion. Shall we adhere to the old classical course or shall we develop the high school curriculum along cultural lines? Is the value and discipline of the old classical

course superior to the value and discipline of a scientific course, if the teachers in this latter course are as thoroughly prepared as those in the former course? The school men are still fighting it out along this line. What the result will be is not made manifest.

A movement was begun to raise the standard of entrance requirements. Since the States have begun seriously to provide public high schools, it is believed that the Southern colleges may raise their requirements to 14 units. This is the standard set by the Carnegie foundations. This will place the Southern colleges on a plane with the best Northern colleges.

Other papers read were: "College Ethics," by President C. B. Wallace, University School, Nashville, Tenn.; "Problems of Southern Colleges," by Prof. E. C. Brooks, Trinity College; "A Study of Southern Preparatory Schools," by Prof. F. W. Moore, of Vanderbilt University, and "Entrance Standards in the Southern Association," by Chancellor J. H. Kirkland, Vanderbilt University.

The delegates from North Carolina were Prof. N. W. Walker, of the University, and Dr. W. P. Few and Prof. E. C. Brooks, of Trinity College.

Wayne County Institute

Wayne county made a new departure this year in conducting the institute for the teachers. The high school department of the Goldsboro Public Schools has been organized into a high school for the entire county. Many teachers at the beginning of the term entered, some as students, others to do observation work in the lower grades. On the 21st of October, just before the county schools were to open in November, one room in the high school was set apart for the county teachers. A course of study covering a review of the public school branches, was arranged and the teachers of the high school, all of whom do department work, included this grade in their daily recitations. The work was outlined by Prof. E. C. Brooks, of Trinity College, who had charge of the room during the institute.

Supt. A. E. Woltz and the Goldsboro teachers demonstrated thoroughly what can be done in a city system in the way of teacher training. The public school teachers were not confined to the same rules as the high school students, but they went there for work, and much good work was accomplished. This department was made to fit in the regular high school work. Supt. Waltz took North Carolina history. Miss Florence Mayerberg, who has the department of history in the high school, took geography and United States history. She divided the text into periods and presented them in the nature of a review. In like manner Miss Margaret Castex, who has mathematics in the high school, took arithmetic through fractions, decimals, and percentage. Miss Nellie Cobb, who has domestic science, physiology and physics in the high school, taught

physiology. In addition to those subjects, Mrs. Gareissen and Mrs. Humphrey presented primary work.

The attendance was large and the work was of a high order. The teachers all left on Friday to begin their schools on Monday. Superintendent Woltz will arrange for the teachers to return after their schools close and continue more advanced work. The school spirit in Goldsboro is very fine and the coöperation between the city teachers and the county teachers is one of the features of the Wayne county school system.

Supt. E. T. Atkinson, whose health has not been very good for the past year, was so much improved that he could attend the work and give the teachers the necessary instruction in regard to their schools. The unity and harmony and efficiency of the Wayne county teachers are a living testimony of Superintendent Atkinson's zeal in the interest of public education and his executive ability in working out a system of public schools.

Just before the adjournment of the Institute of the Wayne County Betterment Association, of which Mrs. E. A. Simpkins, of Goldsboro, is the efficient and energetic president, held its annual meeting, and heard the reports, deliberated on the work, enacted rules and passed resolutions and elected officers for the ensuing year.

The report of the committee as to which school by its general betterment accomplishments during the past year was entitled to the Royall & Borden annual \$50 cash prize, was submitted by Col. Jos. E. Robinson, chairman, who took occasion, in doing so, to compliment all the schools on their progress in general, and then stated that in the sharp contest for the year Glennwood, in New Hope; Falling Creek, in Grantham; and Pinkney, in Great Swamp townships, had made the greatest progress, with Glennwood, taught by Miss Jennie Uzzell, as the winner. He then presented this school, in the person of its teacher, the check of Messrs. Royall & Borden for \$50. This was received with hearty applause, and immediately, on motion of one of the teachers, a committee was appointed to draft and present at once suitable resolutions expressive of the sentiment of the Association in regard to Messrs. Royall & Borden's generous annual gift. That committee retired and soon presented the following, which was unanimously adopted by a rising vote:

"The Wayne County Betterment Association in annual session wish to record in the minutes of their Association their deep and abiding appreciation of the generous aid and substantial encouragement they have experienced at the hands of Messrs. Royall and Borden, who, themselves having once been teachers, know from experience the trials, needs and responsibilities of the profession, and their mindfulness, therefore, of the difficulties of the work that is ours, is the more gratifying.

"Resolved, That a rising vote of thanks be



Peace on Earth Good Will Toward Men

Christmas

Christmas is a time to forget and to remember; to forget the irretrievable in the irrevocable past—the dead hopes, the bitter disappointments, the dry sorrow, the ills and pains of every sort, the old feuds, if such have been; to remember present joys, past blessings, hopes for future ones, sweet dreams, holy aspirations, love that lightens every load, brightens every path, shine with kindly light o'er all the winding way to come, God, the Author and Finisher of all. J. Y. JOYNER.

Christmas Readings

A SUGGESTED LIST.

(Many of these selections can be found in the rural libraries)

- "Christmas in the Barn," "The Bird's Christmas"—Emily Poulsson's "In the Child's World."
- "The Story of Christmas" (The Story Hour)—Kate Douglas Wiggin.
- "Tiny Tim"—Dickens' Christmas Carol.
- "The Angels and the Shepherds"—Ben Hur—Lew Wallace.
- "Story of the Other Wise Man"—Van Dyke.
- "The First Christmas Tree"—Van Dyke.
- "The First Christmas Tree"—Profitable Tales—Engene Field.
- "The Fir Tree"—Hans Christian Andersen.
- "Christmas"—Irving's Sketch Book.
- "The Brownie's Christmas"—Mary E. Wilkins.
- "Keeping Christmas"—Van Dyke.
- "Santa Claus' Partner"—Thomas Nelson Page.
- "A Country Christmas—Proverb Stories—L. M. Alcott.
- "Christmas in the Quarters"—Diddie, Dumps and Tot.

Christmas Poems

A SUGGESTED LIST.

- "The Time Draws Near the Birth of Christ"—Tennyson.
- "O, Little Town of Bethlehem"—Phillips Brooks.
- "The First Christmas"—Margaret Deland.
- "A Christmas Carol"—J. G. Holland.
- "Christmas Carol"—J. G. Holland.
- "Christmas Carol"—Lowell.
- "O, Holy Night"—Adolph Adam.
- "Hymn to the Nativity"—Milton.
- "While Shepherds Watched Their Flocks"—N. Tate.
- "It Came Upon the Midnight Clear"—E. H. Sears.

"Christmas Bells"—Longfellow.

"Ring Out, Wild Bells!"—Tennyson.

"Old Carol"—Miss Hofer's "Christ Tales."

"Everywhere, Christmas Tonight"—Phillips Brooks.

"Once a Little Baby Lay"—C. Reincke.

"Christmas"—Walter Scott.

"The Night Before Christmas"—Whittier's "Child Life."

"The Little Christmas Tree"—Susan Coolidge.

"Picciola"—Celia Thaxter.

"Santa Claus and the Mouse"—Emily Paulson.

"Christmas in the Quarters"—Irwin Russell.

"Three Kings of the Orient"—(Songs of the Year).

Christmas Exercise for the Tiniest Ones

By BERTHA E. RUSH, Iowa.

The little girls go to the front first and speak their pieces, then form themselves into a group holding candles high. Then the boys come, each carrying a string of popcorn about a yard long. After they have spoken their pieces they form a circle around the girls, joining themselves together by the popcorn strings, which should hang down between them in equal festoons. They dance around the little girls, then two raise their string to form an arch and the others pass beneath it and skip to their seats.

First Girl (with a blue candle)—

Oh, I am a candle, a little blue candle
To shine on the Christmas tree.

Second Girl (with a white candle)—

And I am a candle, a little white candle
To shine for the children's glee.

Third Girl (with a red candle)—

And I am a candle, a little red candle
To light up the Christmas tree.

Fourth Girl (with a green candle)—

And I am a candle, a little green candle
Set up for the children to see.

Fifth Girl (with a yellow candle)—

And each will light up a little dark place
And shine just as bright as can be.

First Boy—

We are little Christmas brownies,
Merry little elves.

Second Boy—

Hiding down by every package
On the toyshop shelves.

Third Boy—

Peeping out of every stocking
Hung on Christmas night.

Fourth Boy—

Hiding in the Christmas trees
Beside each winking light.

Fifth Boy—

We are little Christmas brownies
Sent down from above.

Sixth Boy—

For we go with Christmas presents
And our name is Love.

Christmas Exercise for Ten Little Girls

(Enter ten girls with evergreen wreaths.)

First—

A pine tree out in the forest grew,
The loveliest pine that the forest knew!

Second—

The pine tree had branches reaching far,
It pointed straight toward the brightest star!

Third—

The birds built their nest in the old pine tree,
It was proud and happy as it could be.

Fourth—

All through the years it grew and grew,
And many a secret the pine tree knew.

Fifth—

The wind sang many a lullaby,
And the pine tree sent its branches high.

Sixth—

The pine tree had waited long and long,
When a little child sang a Christmas song.

Seventh—

And the star said, "We told you so!"
And the North Wind said, "Yes, of course, it's so!"

Eighth—

Then the old pine tree began to sigh,
And to wave its arms to the passers by.

Ninth—

And then it became a Christmas tree,
And the children shouted and laughed with glee!

Tenth—

We made these wreaths from its branches, so
We swing them lightly to and fro.

All—

We hold them o'er our faces, so,
And wonder if the pine can know
How glad we are 'twas the fairest tree,
In all the forest that man could see.
So little children shout and call
"A merry Christmas one and all,
Swinging, swinging, to and fro,
'Tis happy Christmas time, you know!"

While Stars of Christmas Shine

While stars of Christmas shine,
Lighting the skies,
Let only loving looks
Beam from our eyes.

While bells of Christmas ring,
Joyous and clear,
Speak only happy words,
All love and cheer.

Give only loving gifts,
And in love take;
Gladden the poor and sad
For love's dear sake.

—*Emilie Poulsson.*

Christmas

Now Christmas is come,
Let us beat up the drum,
And call all our neighbors together,
And when they appear,
Let us make them such cheer,
As will keep out the wind and the weather.

Why?

Why do bells for Christmas ring?
Why do little children sing?
Once a lovely, shining star,
Seen by shepherds from afar,
Gently moved until its light
Made a manger-cradle bright.

There a darling Baby lay,
Pillowed soft upon the hay;
And its mother sang and smiled,
"This is Christ, the holy Child."
Therefore, bells for Christmas ring.
Therefore, little children, sing!

—*Eugene Field.*

A Christmas Wish

I'd like a stocking made for a giant
And a meeting-house full of toys,
Then I'd go out in a happy hunt
For poor little girls and boys;
Up the street and down the street,
And across and over the town,
I'd search and find them every one
Before the sun went down.

One would want a little jack-knife
Sharp enough to cut;
One would long for a doll with hair,
And eyes that open and shut;
One would ask for a china set,
With dishes all to her mind;
One would wish a Noah's ark,
With beasts of every kind.

Some would like a doll's cook-stove
And a little toy wash tub;
Some would prefer a little drum
For a noisy rub-a-dub-dub;
Some would wish for a story-book,
And some for a set of blocks,
Some would be wild with happiness
Over a new tool-box.

And some would rather have little shoes
And other things warm to wear;
For many children are very poor,
And the winter is hard to bear.
I'd buy soft flannels for little frocks,
And a thousand stockings or so;
And the jolliest little coats and cloaks,
To keep out the frost and snow.

I'd load a wagon with caramels
And candy of every kind,
And buy all the almonds and pecan nuts
And taffy that I could find.
And barrels and barrels of oranges
I'd scatter right in the way
So the children would find them the very first thing
When they woke on Christmas Day.

—*Selected.*

Santa Claus

(Recitation).

He comes in the night! He comes in the night!
He softly, silently comes;
When the little brown heads, on their pillows so white,
Are dreaming of bugles and drums;
He cuts through the snow, like a ship through the foam,
While the white flakes around him whirl;
Who tells him? I know not; he findeth the home
Of each good little boy and girl.

His sleigh—it is long, and deep, and wide;
It will carry a host of things;
While dozens of drums hang around, on the side,
With the sticks sticking under the strings;
And yet not the sound of a drum is heard—
Not a bugle blast is blown—
As he mounts to the chimney-tops like a bird
And pops down in like a stone.

The little red stockings he silently fills,
Till the stockings will hold no more;
The bright little sleds for the great snow hills
Are quickly let down to the floor;
Then Santa Claus mounts to the roof like a bird
And glides to his seat in the sleigh;
Not the sound of a bugle or drum is heard,
As he noiselessly moves away.

He rides to the west; he rides to the east;
Of his goodies he touches not one;
He eateth the crumbs of the Christmas feast,
When the dear little folks are done.
Old Santa Claus doeth what good he can;
This beautiful mission is his.
Then, children, be good to the little old man
When you find who the little man is.

He Didd Not Pass

he didd not pass ann so he kannot go too the neckst room
with am y joans uno
butt hasstoo stay in the fifth grade wile shee
goze on ahedd a room ware she will be
a faverit with awl the boys, ann wen he gets up thare
shee will be gone agenn
ann hennry beamus sedd it onley shoze how one fals stepp
leads up to awl or woze
ann he kann neaver be in hur saim klass
in awl his life becaws he didd not pass.
hee didd not think befoar uv wot it mennt
if he shoold fale but now his hedd is beannt
becaws he noze heel haffto sit awl day in skool an no that
she is gone away foreavurmoar, purhaps heel halfto
look at sum redhedded gurl hoo kame ann took
the seet she yooostoo have ann it will be onley a source uv
hollow mockery
ann while his eyes with bitter tears awl blurr
the sixth grade boys are passen noats to hur.
he looks intoo the bigg geogafee
ware amy rote hur naim on the dedd sea
a year ago ann then he thinks uv how his dream uv hap-
piness is over now ann hennry beamus sedd his
broken bart from loozen her ann beein toarn apart
shood be a sollum lesun too us awl
to doo ovr verry best fore feer we fawl a victim ann doant
pass ann awl ovr yeers
he filled with vane regretts ann bittur tears.

—New York Times.

Book Reviews

FILIPPO: THE ITALIAN BOY, by Laura B. Starr (A. S. Barnes & Co., New York, price 60 cents), is a new book just received from the publisher. It is a very interesting story of the life of the Italian boy. Many of the curious domestic customs, the games and plays of Italian children are attractively told. The Christmas and Easter customs should especially interest the teacher. This book could be used to advantage by the teacher in the schoolroom. The children of the fourth, fifth or sixth grades would be interested in it.

HEATH'S PEDAGOGICAL LIBRARY contains a list of books that would be of the greatest value to the teacher. They are attractively bound and very moderate in price. Three of these books have been received:

The Educational Ideal—Munroe.

Child Observation—Russell.

Habit and Education—Radestock.

Write to D. C. Heath & Co., New York, for catalogue and price list.

THE PSYCHOLOGY OF CHILD DEVELOPMENT, by Irving King, has just passed through the second edition, and is from the University of Chicago press. In this little book of 258 pages, Professor King has made a contribution to child study. The most helpful suggestions in the book are (1) The usual mistakes that the psychologist makes in applying the psychology of adults to child study. He emphasizes this throughout the book, that mental activities in children do not have the same significance to them that the corresponding activities under the same external conditions would have to the adult. (2) To interpret the child's reactions, it is necessary to study the way its life *as a whole* works itself out from year to year and the influence of its organized experience on its reacting. (3) From these points of view the subject of imitation, moral ideas, theory of interests, methodology, etc., are treated in a most interesting manner.

A CONSPECTUS OF AMERICAN BIOGRAPHY. Compiled by George Derby. (11x8, pp. 752.) James T. White & Co., New York.

It is exceedingly difficult accurately to estimate the value of such a work as that before us. No reviewer can claim the information which entitles him to pass upon the accuracy of such a mass of materials as that contained in "A Conspectus of American Biography." We will, therefore, limit our mention of the accuracy of the work to the simple statement that during the six months in which we have used it we have not found a serious error of fact, nor have any of our friends found occasion to take exception to its statements. It is a work that seems to us invaluable in a reference library. This because within two covers is grouped a variety of information that is not accessible elsewhere save by much difficult and extended research; because, too, the facts and the statistics given are so arranged as to be instantly accessible to the student. One using the work is absolutely mystified in his endeavor to determine the process by which the editor has reached the results that greet an examination of his volume. But, whatever the process, we may say that "A Conspectus of American Biography" is of incalculable value to all seeking information in the history of the United States.

"Has your boy made any progress in his studies?"

"Yes," answered Farmer Cornstossel; "he's doin' so well in his studies that I'm kind of afraid he's neglectin' his tennis an' horseback ridin'."—Chicago Daily News.

Examination Questions for Five Year Certificate

The teachers will find below a list of questions for five-year certificates used July 11th, when these examinations were held by the county superintendents. Many of the county superintendents say that they will require the teachers next summer to stand examination for the first grade certificate as difficult as this in order to bring the standard up to this. The teachers should get ready for these examinations, and when the next is given they should stand the examination for a five-year State certificate. This will be good in any county in the State, and the teachers will be relieved of further examinations for five years. In the meantime, while you are teaching, improve your knowledge of these subjects, purchase other books and learn more than is contained in the text-books. This will make you a better teacher, for you can use this acquired knowledge to great advantage, it will help you to stand a better examination and certainly a five-year certificate is worth the extra effort.

THEORY AND PRACTICE OF TEACHING.

1. How would you teach a child that $\frac{1}{2} \div \frac{1}{4} = 2$? Illustrate.
2. What is the object of geography teaching?
3. Outline a reading lesson for the third grade.
4. Outline a language lesson for the fifth grade.
5. Justify the use of pictures in class instruction and in schoolroom decoration.
6. Explain the pedagogical maxims, "Processes before rules" and "Rules through processes," by reference to teaching arithmetic and grammar.
7. Can you develop self-control in children by commanding them simply to keep still? Give definite psychological reasons for your answer.
8. Many people believe that a school is well governed when pupils sit quietly at their seats, memorizing their lessons. Is this your view? If not, say when a school is well governed.
9. Name two or more books on teaching a pedagogical subject that you have read; state which one was most helpful to you, and why.

ARITHMETIC.

1. The owner of $\frac{3}{11}$ of a mine sold $\frac{9}{10}$ of his share for \$40,500. What should he who owns $\frac{3}{5}$ of the mine get for $\frac{5}{9}$ of his share?
2. Change $\frac{5}{125}$ to a decimal, divide by 5,000, and write the answer in words.
3. Simplify $\frac{2}{3}$ of $\frac{1}{2}$

$$\frac{\frac{2}{3}}{\frac{1}{2}} \times \frac{4\frac{1}{2}}{.5} \div .125.$$
4. A, B, and C together have \$434. 2-3 of A's money equals 3-4 of B's, and 2-3 of B's equals 3-4 of C's. How much has each?
5. A vessel 3 in. square contains some water. A gold chain dropped into the water raises the fluid 1-2 in. What is the volume of the chain? What is its weight if the gold weighs 19.2 times as much as water and a cu. ft. of the water weighs 1000 oz.?
6. If 4 bu., 3 pk., 4 qt., 1.6 pt. of wheat makes one barrel

of flour and the toll is 4 qt. a bushel, how many bushels of wheat must I take to the mill in order to get 5 barrels of flour?

7. In 1898 the number of pupils enrolled in the schools of the United States was 14,652,492, which was 20.53 per cent of the population. What was the population? Of those enrolled 10,089,620 were in daily attendance. What was the per cent of attendance?

8. A farm is worth 10 per cent less than a store, and the store 20 per cent more than a lot. The owner of the lot exchanges it for 80 per cent of the farm, thereby losing \$850. What is the farm worth?

9. If sound travels in still air 1090 ft. a second when the temperature is 32 Fahrenheit, and if the velocity increases 1.1 ft. for every degree of increase in temperature, how far off is an explosion when the report follows in 8 seconds, the temperature being 70 degrees?

10. The altitude of a pyramid is 12 ft., and its base is 18 ft. square. Find the cost of painting the lateral surface at \$.45 a square yard.

NORTH CAROLINA HISTORY.

1. Give an account of the attempts at colonization on Roanoke Island.
2. What was Locke's Grand Model?
3. Mention and describe some of the early settlements in North Carolina.
4. Tell something of the movements for independence, naming some of the leaders. Tell what you can of the Mecklenburg Declaration of Independence.
5. Give a brief account of one battle in North Carolina during the Revolution.
6. Discuss the adoption of the Federal Constitution.
7. Describe briefly the government of North Carolina previous to the Revolution.
8. Name five Governors since 1835.
9. Tell something of the public school system.

UNITED STATES HISTORY.

1. What historical fact is associated with each of the following names: Ponce de Leon; Sir Francis Drake; Henry Hudson; Sir Walter Raleigh.
2. (a) Wherein was the government under the Articles of Confederation weak? (b) How was this remedied in the Constitution?
3. (a) Name one great orator, (b) one philosopher, (c) one statesman, (d) one theologian of colonial times, and write a short account of each.
4. What was the Monroe Doctrine?
5. Mention three important territorial acquisitions made by the United States during the first half of the nineteenth century.
6. What were the main points of difference in the plans of the President and those of Congress for Reconstruction?
7. Take one of the following subjects and write an essay on it of about three hundred words: (a) The International Peace Congress, (b) The Russian Douma, (c) The Panama Canal.
8. Name five leading statesmen, five leading authors, and five leading inventors, selecting them from the different periods of American history, and describe the influence of each upon our national thought, life, and government.

PHYSIOLOGY.

1. Trace the changes upon a mouthful of food—from the time it enters the mouth until it reaches the heart—naming

in order the organs and mediums through which it passes—function of each. Give concisely.

2. How would you ventilate your schoolroom? Why? What organ will be especially affected in its work by the conditions of air?

3. What are the two great nervous systems? Function of each? Of what is each composed?

4. Show that the brain is the favored organ of the body, and that an injury to it is more serious than to any other organ. Discuss the effects of alcohol and tobacco upon it.

5. How may tobacco affect the growing boy; what parts of body especially injured?

GEOGRAPHY.

1. What would you regard as the three main essentials of good geography teaching?

2. Draw an outline map of North Carolina, locating the principal cities, rivers, sounds, and mountain ranges.

3. (a) What geographical conditions contribute to the growth of cities? (b) Cite examples illustrating your answer.

4. Name and locate five cities of Europe, and state what each is noted for, both historically and commercially.

5. Write a brief description of the physical features of North America.

6. Locate the following countries, give capital and form of government: (a) Argentina, (b) Belgium, (c) Switzerland, (d) Austria-Hungary, (e) Korea.

7. (a) Describe two ocean currents. (b) State how and to what extent each affects the climate of certain countries.

8. Explain the following terms: (a) Rotation, (b) Revolution, (c) Tropics, (d) Zone, (e) Isotherm.

AGRICULTURE.

1. What are the advantages of crop rotation? Suggest a good rotation.

2. Outline a method for improving cotton or corn by seed selection.

3. Name a serious common insect pest, with means of suppression.

4. Name a serious common fungus pest, with means of suppression.

5. How would you proceed to cross-breed cotton?

6. What are the essential differences in type between a beef and a dairy cow?

7. What is the object of "budding?" How is it done? When?

8. Discuss deep versus shallow tillage.

9. Topic: Legumes.

CIVIL GOVERNMENT.

1. Define government and state what you conceive to be its chief purpose.

2. Define constitution. (a) Explain the method of amending the Constitution of the United States. (b) Explain the method of amending the Constitution of North Carolina.

3. (a) Define taxation and explain the purpose of it. (b) Illustrate the difference between a direct and an indirect tax.

4. How may an organized territory become a State?

5. What is the process by which a bill is introduced into the Legislature and enacted into a law?

6. (a) Give the time and method of electing members of the National House of Representatives. (b) How are United States Senators elected, and how long do they serve?

7. (a) What are the two branches of our General Assembly? (b) How many members of each?

8. What are the 14th and 15th amendments to the United States Constitution?

ENGLISH GRAMMAR.

1. What is the source of the sentence? (b) Why must every sentence have a subject and a predicate?

2. (a) Name the classes of sentences. (b) Give reasons for this variety.

3. (a) What is a complement? (b) Name the different kinds of the complement, and state their use. (c) Illustrate the use of each kind.

4. (a) What is the function of a modifier? (b) Illustrate by a drawing the effect of modifiers on a word.

5. In the following sentences parse the italicized words: (a) *Riding on horseback* is good exercise. (b) It is noble *to die for one's country*. (c) The General commanded *them to charge*. (d) My friend, you are *in danger*. (e) Bob Taylor *fiddled himself into fame*.

6. The English language contains more than two hundred thousand words. (a) Name the classes into which these words may be divided. (b) What is the basis of this classification?

7. (a) Define gender. How many genders? (b) Name and illustrate three ways of distinguishing gender.

8. (a) What is meant by the *construction* of a word in a sentence? (b) Name fourteen *constructions* of a *noun*.

9. (a) Classify the pronoun, giving examples of each class. (b) Discuss and illustrate the uses of *who*, *which*, and *that* as relatives.

10. (a) Discuss the uses of the subjunctive mode. (b) Give illustrative sentences.

Correlation

Mountain ridges high in air—

A ledge of granite bleak and bare.

Melting snows and flashing sun—

A crack in the surface just begun.

Splitting frosts and dashing rain—

Boulder toppling toward the plain.

Rolling thunder and rushing snow—

A splintering crash in the gorge below.

Swirling torrents that dash and rage—

Pebbles bounding from ledge to ledge.

Brimming rivers that seaward flow—

Gravel, sand and soil below.

Air and sun and frost and snow—

As seasons come and seasons go.

Virgin soil in the valley land—

Seed thick strewn by wind or hand.

Flowers and grasses and waving trees—

Fields of grain in the summer breeze.

From barren stone to living sod—

The completed cycle of a marching God.

—Olney Bondurant, Manila, P. I.

The Value of a Smile

The thing that goes the farthest

Towards making life worth while,

That costs the least and does the most

Is just a pleasant smile.

It's full of worth and goodness, too,

With hearty kindness blent,

It's worth a million dollars and—

Doesn't cost a cent.

—George W. Cooper.

Meeting of Wilkes County Teachers

The largest and most enthusiastic body of teachers ever assembled in Wilkes county met at the call of the county superintendent Friday and Saturday in the court house at Wilkesboro, the occasion being the regular meeting of the Teachers' Association.

The faithful teachers came from the length and breadth of the county to the number of about 120. Friday afternoon they visited in a body the graded school at Wilkesboro to observe the methods and work of the school. The number divided, about twenty-five going into each room and remaining till the pupils were dismissed for the day.

This is the county high school which has recently been established by the board of education. The teachers were loud in their praise of the work of the faculty; and the teachers and pupils of the school enjoyed the visit as much seemingly as did the teachers of the Association.

Saturday the teachers met at nine o'clock, and after devotional exercises conducted by Rev. W. T. Comer, the question of "How to Teach History" was interestingly discussed by Supt. W. G. Coletrane, of the North Wilkesboro graded school; Supt. E. G. Suttlemyre, of the county high school; Prof. V. McGhinnis, member of the county board of education, and Prof. C. L. Padgitt, of the Winston-Salem business college.

Next came the song, "The Old North State," led by Prof. U. A. Miller, and it was an inspiration to see and hear this enthusiastic body of teachers as they sang this grand old piece so dear to the hearts of all true sons of Carolina.

Next came one of the most interesting and profitable things on the program, "How to Teach Reading," which was an object lesson given by Miss Louise Lunn with her class of children from the Wilkesboro graded school.

Prof. C. L. Padgitt next addressed the teachers on the subject of a business education, in which he is well versed.

The Association then elected officers for the ensuing year, the election resulting in the selection of the following: President, C. C. Wright; Vice-President, W. T. Comer; Secretary-Treasurer, J. S. Elliott; Chaplain, A. J. Foster.

The Woman's Betterment Association also elected officers for the year, as follows: President, Miss Louise Lunn; Vice-President, Mrs. Bessie Foster; Secretary-Treasurer, Miss Gertie Mitchell.

The Association sang "Ho for Carolina" and was adjourned with prayer. Immediately after adjournment the teachers were photographed in a body and all went away doubtless feeling that it was good to be there. The next meeting of the Association will be held on the second Friday and Saturday in January.

A North Carolina Book FOR North Carolina Schools

Civil Government of North Carolina and the United States

By W. J. PEELE

The purpose of this book, as stated by the author, is "to prepare children for the duties of citizenship in North Carolina." To understand these duties one must have a knowledge of the laws and institutions, State and National, by and under which the rights and liberties of citizens are defined and maintained. The essential facts and principles of government and of the constitutional rights and duties of citizens are presented in this volume concisely, logically, and with admirable diction. The treatment can hardly fail to satisfy the most exacting teacher of civil government. One notices with pleasure the careful citation of authorities throughout.

Part I. gives an historical sketch of the formation of the government of North Carolina and of the United States, and then compares and contrasts the two constitutions in outline and shows how they were amended into their present forms.

In Part II. the State and National governments are treated separately. In this part the author considers the operation of government, State and Federal, in its several departments, together with their structure and organization in detail; defines its powers and describes the offices by which they are applied, executed, and restrained; and gives a brief discussion of the aids and institutions of government, of State and Federal relations, and of interstate relations.

Part III. treats of the duties, qualifications, rights, and privileges of the citizen, the constitutional safeguards by which he is protected, and the remedies for the wrongs done to him and to his government.

Mr. Peele is a prominent member of the Raleigh bar and a distinguished author.

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Fall term begins September 18th.

FOR CATALOGUE, ILLUSTRATED PAMPHLET AND OTHER INFORMATION, ADDRESS

J. I. FOUST, President, Greensboro, N. C.

Normal College Notes

During the month of October the College had the honor of a visit from William Jennings Bryan, who came to the city of Greensboro during the Central Carolina Fair. He delivered a short address to the students on October 16th. Mr. Bryan was a warm personal friend of President Charles D. McIver, and has in various ways interested himself in the work of the College. He delivered the Commencement Address in 1894. Governor Glenn and a committee of Greensboro citizens accompanied Mr. Bryan on his visit, and the Governor also made a short talk to the student body.

One of the most enjoyable occasions that has taken place at the College was the reception given to the State Convention of the United Daughters of the Confederacy. It was the pleasure of Greensboro to entertain this Convention, and at the invitation of President Foust the delegates visited the College. Several made short addresses to the students, after which refreshments were served in the dining hall. This organization is supporting two students in the College this year.

The Young Women's Christian Association gives annually a reception to the new students. This reception was held in the Curry Building Friday evening, October 4th. In addition to the officers of the Association there were in the receiving line Miss Garrison, General Secretary for the two Carolinas, and Miss Casler, who formerly held this position. After spending some time in receiving the new students informally, the members of the Association presented a comedy for the pleasure of all students, both new and old. The reception was closed by serving light refreshments.

A new department has been added to the College this year which promises much from the standpoint of the health and

physical development of the students. This is the Department of Physical Culture, and has as its director Miss Ruena G. West, of New York. The classes are being organized and much interest is shown in this new feature of college life.

On account of the large increase in the number of students attending the College it was found necessary to employ an additional assistant in the English Department. Miss Ivah Bagby was selected for this position. Miss Bagby has been doing high school work until recently. During the past year she has had charge of one of the primary grades in the city schools of Greensboro.

Miss Nettie Marvin Allen, supervising teacher in the Training School, attended the meeting of the Primary Teachers' Association in Asheville, October 24-26. She read a paper on "Drill Work."

The College community is glad to welcome home again Mrs. Charles D. McIver. Since September the first she has been the hostess at the North Carolina Building at the Jamestown Exposition. North Carolina seems to have carried off the palm for attendance, good exhibits, and many other things. Mrs. McIver has been declared by many to be "the hostess" among the many gracious ones at the various State buildings.

Miss Lewis Dull, Field Secretary of the Alumnae Association of the State Normal College, paid the College a visit recently. Miss Dull is visiting a number of counties in the State for the purpose of organizing local branches of the Alumnae Association, the first work of which will be to raise funds for the McIver Loan and Scholarship Fund. She reported the amounts pledged in some of the counties: Mecklenburg, \$1,000; Cabarrus, \$1,000; Rowan, \$500; Wilkes, \$250.

1789 The University of North Carolina 1907

HEAD OF THE STATE'S EDUCATIONAL SYSTEM

DEPARTMENTS.—Collegiate, Graduate, Medicine, Law, Engineering, Pharmacy. Several Courses in the collegiate Department leading to the degree of A. B.

EQUIPMENT OF THE UNIVERSITY.

The University has a campus of 48 acres with 19 buildings, exclusive of residences and small buildings. Among the newer buildings are the Bynum Gymnasium, the Chemical Laboratory, the Y. M. C. A. Building, the Library, and the Infirmary. The total value of buildings and equipment exceeds \$800,000. The University has an annual income of \$135,000, the faculty numbers 80 teachers, the number of students enrolled last year was 731.

THE NEW LIBRARY.

A handsome, well-designed building has been provided for the library. The cost when complete will be about \$70,000. It is in charge of a librarian, an assistant, and four student assistants. The library contains now about 50,000 books and there is excellent opportunity for the work of the general body of students and for research and investigation on the part of advanced workers.

GRADUATE SCHOOL.

This offers special advanced instruction above the Collegiate Department; it offers fifty-six courses. Graduates of other colleges are admitted without charge for tuition.

SCHOOL OF APPLIED SCIENCES.

Thorough courses in Chemical, Electrical, Civil, and Mining Engineering. Graduates easily secure good positions.

LAW SCHOOL.

Beginning with the session 1907-1908, the Law School will have a special building. The work of the school will be in charge of three professors: James C. MacRae, Dean; Prof. L. P. McGehee and Prof. Thos. Ruffin. The course is thorough and of high grade. The Law Library is specially endowed and will prove a most useful adjunct to the instruction given.

MEDICAL SCHOOL.

There are two departments; two years at Chapel Hill and two years at Raleigh. These departments are well equipped, having in all 23 instructors.

PHARMACY SCHOOL.

This school has been very satisfactory since its establishment and stands high among Southern schools of Pharmacy. Its graduates are in great demand. Regular two years course leading to the degree of Ph. G.

The Fall Term Begins September 9, 1907. Address

FRANCIS P. VENABLE, *President* - Chapel Hill, N. C.

University Notes

The University Summer School for Teachers will be conducted again on the same plan as that of last summer. The courses offered will be given by specialists of recognized ability. The work will be thorough and of a high order, and designed especially to meet the needs of those high school teachers who are striving to equip themselves for better service. There will be no "fads" nor "frills," and few, if any, recreation features. Only solid work will be attempted, and only earnest workers will be invited to come.

Fuller particulars will be published in the JOURNAL in due time, giving the courses of instruction that will be offered, the time the school will open and close and other matters of interest.

The University requirements for admission will hereafter be on the unit basis. The unit adopted is the same as that adopted by the Carnegie Foundation for Advancement of Teaching. Fourteen units will be required for unconditional entrance of all students who register for a degree, and ten units of all who enter as special students. Fuller explanation will be given in the next issue of the JOURNAL.

Housekeeping in School

How much there is of housekeeping in the primary schoolroom of today even when the janitor is an average one!

How much material accumulates which gives the room a disorderly appearance if the teacher is not something of a housekeeper!

How much dust accumulates in places into which the janitor would never think of looking!

How often the windows do not let in as much sunlight as they should and could be improved by the soap and water treatment, too!

How grimy the tops of the little desks get from the "not very clean" fingers of many of the occupants!

But how the children do love to "help the teacher" and how clean everything may be kept if the teacher knows how to plan a little and enlist their interest and cooperation.—*Wisconsin Journal of Education*.

A happy man or woman is a better thing to find than a five-pound note. He or she is a radiating focus of good will, and their entrance into a room is as though another candle had been lighted. We need not care whether they could prove the forty-seventh proposition, they could do a better thing than that, they practically demonstrate the great theorem of The Liveableness of Life.—*Robert Louis Stevenson*.

TRINITY COLLEGE

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AID TO WORTHY STUDENTS

TRINITY COLLEGE makes special effort to aid worthy students of small means to secure an education. During the past year 47 students were assisted from the loan fund; 118 received scholarships; 12 received science scholarships.

This does not include the number receiving tuition as ministerial students or sons of ministers.

LOCATION

TRINITY COLLEGE PARK is located on the west side of the city of Durham and consists of seventy-three and one-half acres of land. The Park is under the municipal government of the city. It has been laid out in drives and walks and otherwise improved. There is a half mile of graded Athletic Track and large space is devoted to out-door athletics.

FOR CATALOGUE AND FURTHER INFORMATION, ADDRESS

D. W. NEWSOM, - Registrar, - Durham, North Carolina

Trinity College Notes

The faculty committee on lectures at Trinity, in addition to the series of public lectures arranged for the college community, has also agreed to provide a course of lectures to be given before the Durham Public High School. These lectures are given in the new high school building each Friday evening. The lectures already given and those announced for the future are: "Some of the National Traits of American Literature," by Dr. Edwin Mims, November 14; "The Formative and Consoling Power of Great Poetry," by Dr. W. P. Few, November 22; "A Greek Woman," by Prof. A. H. Meritt, November 29; "Luther Burbank and Plant Breeding," by Dr. J. J. Wolfe, December 6. This lecture will be illustrated. Dr. W. I. Cranford will speak on December 13, his subject being, "Living in Two Worlds." The last lecture of the series will be "Two Representatives of Modern German Ideals," and will be delivered by Prof. W. H. Wannamaker, December 20.

Mr. W. G. Jerome, Class '07, who has been connected with Trinity High School, at Trinity, since its opening in September, has recently been elected headmaster of that school. Mr. Jerome was a representative college man during the four

years spent in Trinity College, and did some very fine work as a public debater. He was also in one of the contests against Vanderbilt.

The Southern Inter-Collegiate Athletic Association will hold its annual meeting at Clemson College, South Carolina, the second Friday and Saturday in December. Trinity is a member of this Association and expects to have a representative at this meeting.

A debate will be held between Trinity and Vanderbilt University in Nashville, Tenn., in December. At a preliminary debate held to select representatives from Trinity, Messrs. A. N. Horton and L. Herbin, with W. W. Carson as alternate, were chosen.

Wayne County Institute

(Continued from Page 20)

tendered Messrs. Royall & Borden for their check of \$50.00, as their annual prize to the school making greatest improvement during the term, and that the Association convey to them as a firm our cordial congratulation on this their twenty-second anniversary in business, and our sincere wish that through continued prosperity they may enjoy in health and happiness many returns of the occasion."

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JANUARY, 1908



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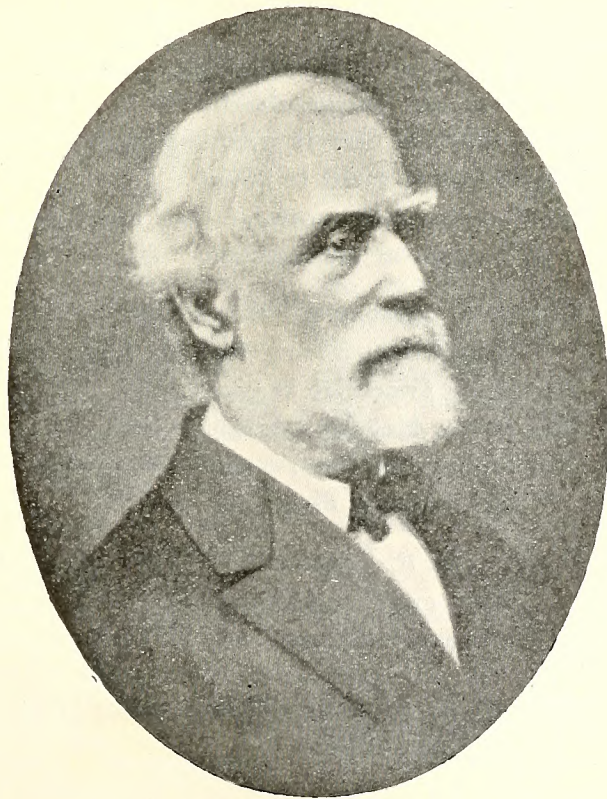
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DURHAM, N. C., JANUARY, 1908

No. 5



R. E. LEE

The Sword of Lee

Forth from its scabbard, pure and bright,
Flashed the sword of Lee!
Far in the front of the deadly fight,
High o'er the brave in the cause of Right,
Its stainless sheen, like a beacon light,
Led us to victory.

Out of its scabbard, where, full long,
It slumbered peacefully,
Roused from its rest by the battle's song,
Shielding the feeble, smiting the wrong,
Guarding the right, avenging the wrong,
Gleamed the sword of Lee.

Forth from its scabbard, high in air,
Beneath Virginia's sky—
And they who saw it gleaming there,
And knew it, knelt to swear
That where that sword led they would dare
To follow—and to die.

Out of its scabbard! Never hand
Waved sword from stain as free,
Nor purer sword led braver band,
Nor braver bled for a brighter land,
Nor brighter land has a cause so grand,
Nor cause a chief like Lee!

Forth from its scabbard! How we prayed
That sword might victor be;
And when our triumph was delayed,
And many a heart grew sore afraid,
We still hoped on while gleamed the blade
Of noble Robert Lee.

Forth from its scabbard all in vain
Bright flashed the sword of Lee;
'Tis shrouded now in its sheath again,
It sleeps the sleep of our noble slain,
Defeated, yet without a stain,
Proudly and peacefully.

BROWN'S DILEMMA

(From October Educational Review)

"You people," said the Superintendent, "should understand that teaching is now a profession with which laymen cannot interfere without great disturbance. Our methods have been carefully formulated by experts and are based on wide experience and observation. Of them neither parents nor trustees are proper judges. You will pardon me for saying that your defeat has been due to a misconception of your duties (as a member of the board)."

Then Brown rose—physically and metaphorically:

"My dear sir, I have heard this special plea for the teaching profession—that their methods must be exempt from lay criticism—many times. Perhaps you are right and our education would be more efficiently managed were all those who are not of the profession to keep silent. Admitting for the sake of argument that this is so, it is a dream which you will probably never realize. It has been tried—theologians made it for centuries and failed. Physicians made it and failed. Lawyers, politicians and statesmen have made it and failed. You are making it and success is by no means in sight. The only places where it has ever succeeded lie in exact sciences, and there only where the results achieved have been such as to silence dissent.

"Experts must at least reach practical unanimity among themselves before they can silence outside criticism. But you people are far from unanimous. Your methods are criticised by those who use them, as well as by those who have to deal with their results. This is the one reason why this claim, which is put forward by all of you, from university presidents to the assistant professor of jackstraws in the kindergarten, is either theoretically or practically denied by nearly every one who is interested in education—which includes the entire community.

"You assert that the function of trustees ends with the employment of proper teachers and the arrangement of finances. But the teachers employed and the methods used have so intimate a relation to the finances that not only the trustees, but the taxpayers do take and must take a deep interest in them or be derelict in their duties as officers and citizens.

"Year by year you are increasing the tax rate, the absolute, and the per capita expense of the school.

"If you achieved results commensurate with the increased expense, criticism would be easily answered. But the burden of testimony from business men—from those who use your finished products—is that the boys turned out today are at least not superior in elementary knowledge—that is putting it mildly—to the boys of twenty

years ago. The colleges complain that your boys go to them with a smattering of knowledge, but practically untrained, and that college teaching must be readjusted to meet this important condition.

"You yourself criticise doctrines, though you have never studied theology; medical practice, though you have never studied medicine; pictures, though you have never painted them; government, though you have never held an office. In none of these matters is your interest as great as that of the average parent in the average school.

"Again the circle of duty of the parent and the business man cuts into the circle of your activities everywhere. Pardon me for saying that the teaching profession has peculiar temptations toward an unreasonable dogmatism, and to a rather contracted perspective. Your *ipse dixit* must go with your pupils—that is necessary. But you find it difficult to understand the results on 10,000 children of teaching arithmetic in "short spirals." It convinces you of the excellence of that method, but it does not convince an employer who discharges five certified pupils in succession because they failed in the four fundamentals in arithmetic. A blue chart of the composite mentality of 5,000 children shows that they cannot be kept more than thirty minutes on one subject without risk of spraining their minds, and on this you base your treatment of one of the most important school matters—division of time. The employer denies your conclusions because he keeps boys no older at work eight hours a day, six days in the week, and if they cannot concentrate their attention profitably for over thirty minutes, he discharges them.

"The parents also are not entirely out of the circle of educational activity. Not only have they probably undergone eight or ten years of drill; but not a few of them have had at least as good an education as many teachers; have watched their children keenly for six or seven years before their schooling began; continue to watch daily the effects of your methods, and have dealt or must deal with the results of your methods, when you get through; and in all this their minds are spurred by parental affection and a sense of responsibility.

"Is it any wonder that, if these people see what they consider faults in your methods and find their views confirmed by teachers of wide observation and experience, they make themselves heard? They provide the children and the money and they see results which, after over twenty years of experiment, are at least not self-justified.

"Again, the grounds on which you deprecate criticism are not sincere. Let any of the laity

express the opinion that one of your methods is producing good results and you hail the expression as added evidence that you are working along right lines. But let the same one express an unfavorable view and at once you deny his right to express an opinion at all. This is the method which Oliver Wendell Holmes described as the muggle-tonian method of dealing.

"Therefore, people are now saying things about your school which you cannot waive aside by the simple method of denying any force to lay opinion. The criticism is too strongly buttressed by educational authority to yield to such treatment. Among other things they say that with the reduction of the school year to about 180 days and of the school day to about $4\frac{3}{4}$ working hours, the mere number of subjects in your curriculum insures a mischievous dispersion of effort and consequent lack of thoroughness which will explain the complaints which come alike from the business and the college world. On this point, a very successful teacher of long experience has this to say:

"The subjects are so multiplied by the loading on of nature studies, civics, physical culture, hygiene, alcoholics, narcotics, and what not, that the three R's are thrown into the background. The consequence is, as officially reported by a Senate committee in the District of Columbia, 'A deplorable want of training in the grades the young people were supposed to have mastered. In history the general average was not much over fifty per cent. The penmanship was poor, and the spelling was miserably bad.'

"You people can take your choice of recognizing public sentiment in this matter, and putting in the pruning hook where it will do least harm and most good, or having the board put it in with all the risk that such action implies. You can do it best, but it is beyond your power to stop it."

Children vs. Colts

We know a man who last summer hired four colts pastured on a farm some five miles distant. At least once in two weeks he got into a wagon and drove over to see how his juvenile horses fared. He made minute inquiries of the keeper as to their health, their daily watering, etc.; he himself examined the condition of the pasture, and when a dry season came on, he made special arrangements to have a daily allowance of meal, and he was careful to know that this was regularly supplied.

This man had four children attending a school kept in a small building erected at the cross-roads. Around this building on three sides is a space of land six feet wide. The fourth side is on a line with the street. There is not a shade tree in sight of the house. Of the interior of the schoolhouse we need not speak. The single room is like too many others, with all its apparatus arranged upon the most approved plan for pro-

ducing curved spines, compressed lungs, ill health, etc.

We wish to state one fact only. The owner of those colts, the father of those children, has never been into that schoolhouse to inquire after the comfort, health, or mental food daily dealt out to his offspring. The latter part of the term we chanced to ask, "Who teaches your school?" and the reply was, he didn't know, he believed her name was Parker, but *he had no time to look after school matters.*—*American Agriculturist.*

Doing Sums with Wild Animals

Harry was a little boy who did not like arithmetic, and one fine spring morning he refused to do his sums, for he wanted to play in the garden instead. Now Harry was very fond of animals and knew a good deal about them, because his father had taken him to the circus several times. So when his mother saw that her little boy was getting very cross she began to ask him questions about his favorite circus animals.

"How many tails have four monkeys?"

"Four," said Harry; "four monkeys have one tail each."

"How many ears would five elephants have?"

"Each elephant has two ears, and five times two are ten. They would have ten ears."

"Can you tell me how many legs three camels have?"

"Twelve, because a camel has four legs and three times four are twelve."

"Which have the greater number of legs, five lions or ten little boys?"

"Both the same."

"How many horns would twelve rhinoceroses have?"

"Twelve, because a rhinoceros has only one horn on his nose."

"And twenty cows?"

"Forty, for each has two horns."

"I once had a friend who had three parrots and one lost a leg; how many legs had the three birds between them?"

"Five, because two of the birds each had two, that makes four, and one bird had only one, which makes it five."

"Quite right, Harry," said his mother; "now you can run out in the garden and play, for you have done your sums very nicely this morning."

Harry stared. "Done my sums, mother? Why, I have not begun them; we've only been talking about animals."

His mother laughed. "Oh, yes, you have. You can do sums with animals and learn just as much as if you multiplied the plain numbers." And always, after that, Harry liked to do his sums with animals.—*Selected.*

Fate served me meanly; but I looked at her and laughed. That none might know how bitter was the cup I quaffed. Along came Joy and paused beside me where I sat, Saying, "I came to see what you were laughing at."

Second Grade Work in Greensboro Schools

Day's Work, December 3d

By Miss Minnie C. Mebane

OPENING EXERCISES.

Children stand; repeat Lord's Prayer in concert.

Remain standing while singing, "When He Cometh," "Merry Christmas Bells," "Sleighbing Song," "Santa Claus Is Coming."

9:00-9:30—MORNING TALK.

Name of new month. What holiday comes in December. Why is Christmas a holiday? Who comes Christmas? How does Santa travel? How carry his toys? Talk of Santa's home. What does he do all year? Let children tell of different toys he makes.

Read, "'Twas the Night Before Christmas."

After reading, pupils are questioned about poem. Talk about difference between deer and reindeer.

9:30-10:00—READING AND DRAWING.

B Class—Children are given paper and pencil. Let them picture Santa's home in the cold north.

A Class—Reads.

Name of lesson, "The Goats Who Jumped Into the Rye Field."

Call on different pupils to tell the story of the lesson.

Let each child read part of the lesson. If the child does not read every sentence well, question him until he does.

After reading the lesson, assign different parts to the children to be impersonated, as Boy, Hare, Wolf, Fox, Bee.

10:00-10:30.

A Class—Draw.

B Class—Read. Lesson conducted in same manner as above.

10:30-10:40.

Children stand; sing "Flag Song."

Salute the flag; sing "America."

Recess.

11:00-11:15—WRITING.

In the poem that I read, what did Santa Claus say when he went away?

Let us write a "Merry Christmas" greeting to our friends.

11:00-11:15.

Write "A Merry Christmas to You" on board. Let children practice it.

11:15-11:30—SPELLING.

Children take spelling books. Sound words and spell them twice in concert. Then study words silently for a few minutes.

Call on different children to come to the front and spell the words which children at seats pronounce.

11:30-11:50—ARITHMETIC.

Review of Additive Facts already learned. Have examples which have been placed on board, as $7 + 5 =$, $13 - 6 =$, etc., be repeated quickly in concert, then individually.

Let the children tell number stories about them.

Let children who fail to answer correctly go to board and work out example by means of apples, marbles, etc.

11:50-12:15—LANGUAGE.

Reproduction story, "The Fir Tree."

1. The story of the fir tree that grew in the forest. The story tells us of a tree with a pleasant home, who was very discontented.

Explain *discontented*. Let the children see if they can imagine why the tree was discontented.

2. Story told by teacher.

3. Question children about the main points.

4. Reproduction of story by children.

Last ten minutes devoted to writing spelling words in spelling blanks.

12:30—DISMISS.

Advanced Second Grade, December 6th

By Miss Rosalia Abbott

8:30-9:00.

As each child arrives coat and hat are hung in hall. Book-bags emptied at desks; placed on front seat; hung in hall by monitor, 8:55.

Copy music from board, "Christmas Bells," page 44 in primer.

Help given to backward child.

9:00-9:15—OPENING EXERCISES.

Books in desk; position.

Repeat Lord's Prayer in concert.

Song, "Father, We Thank Thee."

Roll call.

Read from Bible, Story of Wise Men—Matt. 2:7-10.

Songs, "Christmas Chimes," "Away in a Manger."

9:15-9:30—MUSIC.

1. Review work in scales.

Number learned, signatures, do's place on staff, name of new scale learned, signature, name of sharps.

2. Study on board.

Signature, key, time, kinds of notes, beat time.

9:30-9:45—WRITING.

Norway is a country. Three copies.

Call attention to height of capital and small letters, joining of, *or* and *on*.

Writing position; write as word is dictated; inspect work, point out errors, etc. Books, passed, collected.

Class rise. Breathing exercise.

9:45-10:20—READING.

Second Grade—Study: Addition—Adv. Second.

Lesson, "The Cat," etc., page 47. Classics II.

1. Silent reading, by paragraph. Tell subject. Tell in own words, put outline on board, as it is made.

2. Read by outline.

3. Prepare next lesson.

1. Silent sounding of new words. Call on different child for each. Ask for meaning.

10:20-10:25—

Department game. Action song.

10:25-10:45—SPELLING.

Advanced second and Second. Lesson 37.

1. Sound words in concert from book.

2. Dictate words. A different child writes word on board. Sounds, spells orally, marks.

3. Blanks passed. Dictate sentences:

There is nectar in the blossom.

We buy meat at the market.

Do you praise the Lord?

4. Sound next day's lesson. Call attention to *great*—e is before a—also *breaking*.

10:45-11:00—RECESS.

11:00-11:30—ARITHMETIC.

Advanced Second and Second.

1. Drill, five minutes. Quick subtraction.

2. To teach subtraction when minuend contains no tens, as, $206 - 178 =$

(a) Splints in two bundles—one hundred each—space for tens vacant. Six single splints in units place. Do actual subtraction with splints, giving reasons for each step.

(b) Put splints together. Result, original number.

(c) Example on board. Explained by teacher. Check work.

(d) Example by teacher. Calling on different pupils to do subtraction and explaining. Check work.

(e) Pencils and paper. Examples all together—one child at board explaining. Check work.

11:30-11:35.

Poem, "The Bird's Christmas."

Read to children.

11:35-11:40—PHYSICAL CULTURE.

Dramatize, "Who Killed Cock Robin?"

11:40-12:00—LANGUAGE.

Christmas in Norway.

1. Show picture of scene in Norway. Point in direction of Norway. Country in winter.

2. Read to children.

3. Questions.—What is Christmas called in Norway? How celebrated? How does mother prepare for Christmas? Who chooses the tree? When is the tree ready? How is evening spent? When are gifts distributed? How are birds remembered? How are strangers treated? How do Norwegians send gifts to friends? Why do they make a Christmas for cattle and birds? What are the children taught to believe? Instead of wishing each other a merry Christmas, what do they do? Which do you like better, Norwegian Christmas or yours? Why?

12:00-12:30—READING.

Adv. Second Grade—Study, Facts—Sec. Grade.

Latter part of "Puss in Boots."

1. Review last lesson.

2. Silent reading by paragraph, make outline. Tell by outline.

3. Read story by outline.

4. Drill on new words for next lesson.

12:30—DISMISS.

The Arbitrary English Language

We'll begin with box, the plural is boxes,
But the plural of ox should be oxen, not oxes;
The one fowl is a goose, but two are called geese,
Yet the plural of moose should never be meese;
You may find a lone mouse, or a whole nest of mice,
But the plural of house is houses, not hie;
If the plural of man is always called men,
Why shouldn't the plural of pan be called pen?
The cow in the plural may be cows or kine,
But the bow, if repeated, is never called bine;
And the plural of vow is vows, never vine.
If I speak of a foot and you show me your feet,
And I give you a boot, would a pair be called beef?
If one is a tooth, and a whole set is teeth,
Why shouldn't the plural of booth be called beeth?
If the singular is this, and the plural is these,
Should the plural of kiss be nicknamed keese?
Then one may be that, and three may be those,
Yet hat in the plural would never be hose;
And the plural of cat is cats, and not cose.
We speak of a brother, and also of brethren,
But though we say mother, we never say methren.
Then the masculine pronouns are he, his, and him,
But imagine the feminine, she, shis, and shim.
So the English, I think, you all will agree,
Is the greatest language you ever did see.

—Chicago Teachers' Federation Bulletin.

"Books closed," said the teacher. All books are closed except the teacher's, and he proceeds to get his questions and to verify the answers of the book. If the pupils are expected to know the lesson should not the teacher be expected to know it, too? If your pupils are lacking in interest and enthusiasm, try waking them up by first saturating yourself with the subject taught, and then close your book when you ask the pupils to close theirs.—*Texas School Journal*.

How the Twenty Learned Numbers

By MISS ALICE DAY PRATT

(CONTINUED FROM NOVEMBER).

After the number 2, the number 3 was analyzed. She had taken the children on an excursion to the woods where they had gathered the beautiful acorns of the chestnut oak. They had made a great success of modeling them in clay, and had also *pictured* them with a new brown crayon.

So it happened that—acorns being just then of absorbing interest—3 became the acorn number.

After carefully working out the lesson with the acorns themselves—results being written on the blackboard—the following papers were written. The acorn pictures were drawn in brown:

$$1 \text{ acorn} + 1 \text{ acorn} + 1 \text{ acorn} = 3 \text{ acorns}$$

$$2 \text{ acorns} + 1 \text{ acorn} = 3 \text{ acorns}$$

$$3 \text{ acorns} - 1 \text{ acorn} = 2 \text{ acorns}$$

$$3 \text{ acorns} - 2 \text{ acorns} = 1 \text{ acorn}$$

$$3 \times 1 \text{ acorn} = 3 \text{ acorns}$$

$$3 \text{ acorns} \div 3 = 1 \text{ acorn}$$

$$3 \text{ acorns} \div 2 = 1\frac{1}{2} \text{ acorns}$$

or One + one left.

She had told them that it was easier to use the letter *s* to mean more than one acorn, rather than to draw so many.

She illustrated the $\frac{1}{2}$ by dividing three acorns,—as she said—between two squirrels. She gave each one and cut the third in two. "Or," she said, "we can give each squirrel one and have one left."

When dividing one number by another which was not exactly contained, she taught them to state what was left over rather than to give the fraction, for instance, $10 \div 4 = 2, + 2 \text{ left}$, rather than $10 \div 4 = 2\frac{3}{4}$.

As early as the analysis of the number 6, she explained that $6 \div 2$ might mean two things, either 6 divided into 2 parts, or, how many twos are there in 6? She would often ask them to give these two meanings.

By methods similar to these outlined for the analysis of two and three, but with a great variety of illustration, depending upon the children's

interests and daily experiences—, the analysis of numbers proceeded in natural order, review being a regular feature of the daily lesson. The work advanced as rapidly as seemed altogether for the good of the children. Clearness of understanding was never sacrificed to rapid progress. After the analysis of the first few numbers, memory work became a feature, and the analyses of the numbers already considered were required to be given with perfect accuracy.

Often days passed and no number work was done, attention being directed to other subjects, although number was always likely to appear incidentally.

Then again a number would be completely analyzed in a single day,—some circumstance having created sufficient interest to fix the facts in mind.

Always a number was presented first in the concrete, either in conversation by means of simple oral problems or stories related to some subject that claimed the natural interest of the children,—or through desk work (object lessons) illustrated by objects in themselves interesting and present in sufficient numbers to be used by all the children. Among the objects furnished with much eagerness by the children themselves, and in sufficient quantities to supply all, were acorns, chinquapins, corn, pretty beans, fruit stones, squash and melon seeds, peas, and (for temporary use) thorn apples and rose hips. These were provided with neat boxes and kept always at hand.

Among the materials furnished by the school were *pegs* and *peg-boards*, *sticks* of exact lengths, *card pictures* (each child having so many cards of the same sort as the number under consideration, but each child's cards being different from those of the others—in this way a great variety of stories could be drawn out), *pasteboard tablets* in squares, circles and triangles, *parquetry papers* in the same forms as the tablets (that the lesson worked out with the tablets might be repeated (pasted) in papers), *cardboard pennies*, *paper postage stamps*, *strips of paper* and *scissors* (for cutting the analysis of a number), *crayons* and *blackboard*, and *crayons* and *paper* for drawing.

This variety of material judiciously used, combined with thoughtful and varied methods of presentation, lent such freshness to the subject that even to the end of the year interest did not flag.

"Anyone can have plenty of material," she said. "If it had not been given me, I should have made it." As the analysis of new numbers proceeded, the old were constantly, almost daily, reviewed, both as abstract number in the form of blackboard drills and as concrete number in the form of simple oral problems.

Here is an illustrations of the blackboard drill, given almost daily—put on always in different form and order, and always increasing in scope as the year advanced.

SAMPLE BLACKBOARD DRILL.

Study having reached the number 17.

4×4	$16 \div 2$	$4 + 2$	$17 - 9$
3×2	$16 \div 8$	$7 + 7$	$12 - 6$
5×3	$4 \div 2$	$3 + 5$	$12 - 5$
2×6	$15 \div 5$	$2 + 3$	$14 - 8$
8×2	$12 \div 6$	$8 + 6$	$12 - 7$
2×7	$14 \div 7$	$4 + 5$	$15 - 9$
3×5	$9 \div 3$	$9 + 5$	$14 - 7$
2×8	$12 \div 4$	$10 + 7$	$16 - 7$
4×3	$8 \div 4$	$7 + 4$	$11 - 5$
2×4	$15 \div 3$	$6 + 9$	$9 - 4$
3×3		$9 + 7$	$15 - 6$
		$8 + 8$	$17 - 8$

Children were drilled on this individually as well as in concert. To vary this drill one child was often allowed to hold the pointer and drill the class. Again one was allowed to take crayon and write the answers rapidly until the class discovered a mistake.

Yet again it was required as a written lesson—papers being handed in. An important point was that the problems were never given twice in the same order.

As an example of daily oral or written problems the following are given. Written work was given as fast as the children became capable of reading, and complete written answers were required as soon as they became able to write them:

SAMPLE PROBLEMS.

Study having reached the number 12.

How many half dozens in 12 eggs?

Jim is eight years old and Mary four. How much older is Jim than Mary?

Jane is 12 and Maud 7. How much older is Jane than Maud?

John is 11 and Mary 6. How much older is John?

Arthur is 9 and Ed 3. How much younger is Ed?

How many tricycles can be made with 12 wheels?

How many tricycles can be made with 6 wheels?

How many tricycles can be made with 9 wheels?

How many tricycles can be made with 3 wheels?

How many bicycles can be made with 12 wheels?

How many bicycles can be made with 6 wheels?

How many bicycles can be made with 8 wheels?

How many bicycles can be made with 10 wheels?

How many bicycles can be made with 4 wheels?

How many apples are 2 apples + 3 apples?

How many apples are 3 apples — 2 apples?

How many apples are 5 apples — 2 apples?

How many apples are 2×2 apples?

How many apples are half of 6 apples?

How many shoes do 2 children wear?

How many shoes do 6 children wear?

How many shoes do 4 children wear?

How many shoes do 3 children wear?

How many shoes do 5 children wear?

12 shoes are enough for how many children?

6 shoes are enough for how many children?

10 shoes are enough for how many children?

8 shoes are enough for how many children?

4 shoes are enough for how many children?

2 shoes are enough for how many children?

Three people can sit on one wagon seat.

How many seats must 12 people have?

How many seats must 6 people have?

How many seats must 9 people have?

How many shoes does one horse wear?

How many shoes do 3 horses wear?

How many shoes do 2 horses wear?

A blacksmith has four wagon wheels.

How many wagons can he make?

How many can he make with 8 wheels?

How many can he make with 12 wheels?

Anna was away from home one week and 5 days. How many days was she away?

How many days in 1 week and 2 days?

How many days in 1 week and 4 days?

How many days in 1 week and 3 days?

A little boy has 12 pennies. How many nickels can he get for them and how many pennies will he have left?

How many dimes could he get and how many pennies left?

As soon as the children were capable of giving them, complete written statements were required as answers. They were also drilled orally on these, though the complete statement was not always required in oral work.

Example:

How many tricycles can be made with 12 wheels?

Ans.—4 tricycles can be made with 12 wheels?

Original work also, both in abstract and concrete number, was required of the children. For instance, this direction would be written on the board. "Write all you can about the number 10."

SAMPLE CHILD'S PAPER.

10

$9 + 1 = 10$	$5 \times 2 = 10$	$10 \div 2 = 5$
$5 + 5 = 10$	$2 \times 5 = 10$	$10 \div 5 = 2$
$6 + 4 = 10$	$10 - 5 = 5$	$10 \div 4 = 2 + 2 \text{ left}$
$8 + 2 = 10$	$10 - 4 = 6$	$10 \div 3 = 3 + 3 \text{ left}$
$7 + 3 = 10$	$10 - 3 = 7$	$10 \div 6 = 1 + 4 \text{ left}$
	$10 - 2 = 8$	
	$10 - 1 = 9$	

Or this, "Tell me five stories about $7 + 6$."

SAMPLE CHILD'S PAPER.

$7 + 6$

7 cents + 6 cents = 13 cents.

7 boys + 6 boys = 13 boys.

7 eggs + 6 eggs = 13 eggs.

7 mice + 6 mice = 13 mice.

7 marbles + 6 marbles = 13 marbles.

Busy Work in the Primary Grades

By MISS ANNIE WETMORE.

I was asked by the program committee to talk to you about busy work in the primary grades; instructive and helpful work for the children to do—that will not take more time and direction from the teacher than it is worth!

It seems to me, if we dwell a little longer on the latter part of this request, we will more nearly strike the “keynote” of what we most need in this particular division of our work. So, in order that we may be rhetorically correct, I will leave this phase of the subject to be taken up last—discussing first the material or tangible side of this “busy work.”

I think we all agree that busy work should go hand in hand with language and nature work. This, of course, being taught according as the seasons dictate.

This plan, to say the least, gives us a wealth of material.

Our publications on this, the material side of the subject, are so full, so suggestive, so helpful, that no wide-awake teacher can fail to find the thing or things she is most interested in, and much more besides.

Then, to help us carry out these ideas and suggestion, as well as our original ones (or rather those to which that credit is given), we have every sort, kind, and description—from the stem of the common broom sage to the accurately colored sticks and splints.

The publications for this work are very reasonable, and the materials are so plentiful that those which are manufactured for the purpose are really in the minority, when we go for our supplies to nature's own store-house.

Some of our best publications on this subject are, “The Plan Book,” “Games, Seat Work and Sense-Training,” “Suggestions for Seat Work” and “Busy Work Language Cards,” published by A. Flanagan, Chicago; “Seat Work and Industrial Occupations,” by the Macmillan Company. The Educational Publishing Company gives us a most delightful little book, called “Primary Manual Training,” by Caroline F. Cutler (Instructor to the primary teachers of Boston). We also have from these publishers, “Drawing with Colored Crayon,” “Suggestions for Seat Work,” “Alphabet Cards,” “Arithmetic Cards,” “Language Cards for Primary Grades,” “Busy Work Drawing Cards,” “With Scissors and Paste,” and several others.

By sending for a Milton Bradley catalogue, you can also find not only books, but almost any material that any subject would demand; and even if you cannot afford to buy the material as illustrated, it will suggest the material, that may be more easily obtained. As, for instance, straws for stick-laying, pasteboard strips for splints, etc. How to get advertising matter for this work.

“Story of the Little Red Hen”—Plymouth Rock Gelatine Co., Boston, Mass.

In the last number of the NORTH CAROLINA JOURNAL OF EDUCATION we have a very attractive article by Miss Pratt, and while this deals primarily with numbers it can easily be used as a guide for other forms of work. After having a really wide-awake lesson of this kind (whether the object be to teach number, language or nature) and showing the children *how* to write it, they will be eager to make the story with their own paper and pencil, and can do this as busy work, while the teacher hears another class recite. This plan of putting the pictures on the board while having the language or nature work talks, serves as a stimulus for the busy work that should follow.

In the first grade, an easy way to map out the busy work, is to use certain material on certain days; for instance, on Mondays, use sticks and blocks; Tuesdays, splints, squares and circles; Wednesday, drawing; Thursday, coloring; Friday, cutting and pasting, etc. In the second grade, more can be done in the line of copying and writing of numbers and sentences. In the third grade, we go even farther, and can have the children write stories composed of short sentences and descriptions. Substituting writing for the first grade blocks, splints and sticks, and using the drawing, coloring, cutting and pasting, in illustrating the written work.

Now, then, how much of the teacher's time is all this worth? We should admit that busy work is legitimate school work, and give to it a definite place on our daily programs, for it really furnishes the motive for reading, spelling, writing, language, nature and numbers, making the three R's tools in the child's education, rather than ends in themselves. We should look at busy work as an important factor in the child's development and not a mere time-killer to keep one class quiet while another recites.

Right here is the line that determines how much it is worth! And this can only be determined by each individual teacher, for the worth or the value of your busy work is commensurate with your interest in and preparation for it, out of school hours.

All busy work to be successful, should be planned with four things in view:

1. What do my children know of the subject in question, the subject to be worked out in material form?

2. What new thought and what new knowledge do I wish them to gain, through this work?

3. Am I so arranging this that I will touch the vital interest and stimulate the child's ambition for broader and higher things.

4. The careful selection of material.

If you have found, or know, the things that bring the greatest joy to your children, you then have the material which you may be sure is best, for Froebel tells us, that "anything, which among small children, causes a manifestation of joy, must have a deep significance." Now, how are we to find the thing that brings to the child the greatest joy? Is it by investigating the great variety of materials at our command? No. It can't be this, for the same material does not appeal alike to every child.

How does the successful man of the world make his business a success? Is it by filling his store with a certain kind and class of goods, or producing from his mills certain materials, and saying to the people, you must use this; it is best for you? No, we know this is not so. We know that it is by studying the demands of the people at large, by learning the tastes of the different communities with which he has to deal, and in so far as he is able, the individual demands of the people, and he does this by studying the people themselves.

We, as teachers, should give more time to the study of children, to the individual. We should strive to learn his nature in all its strength and weakness, its shortcomings and its beauty.

Have we any subect in all our work and experience more worthy of our time and study than the little child?

When our Saviour was asked, "Who is greatest in the kingdom of Heaven?" He took a little child and set him in the midst of them. If, then, the little child is greatest in the kingdom of heaven, should he not also be greatest in our earthly kingdom? If we then learn first the child, then "all these other things will be added unto us."

Suggestions for Lessons in Writing

By Clara R. Emens

TEN THINGS TO BE SURE OF.

1. That there is a daily writing period of at least fifteen minutes.

2. That each pupil is supplied with good material—pen, penholder, loose sheets of practice paper, pen-wiper, blotter and copy book.

3. That the copy book is not too difficult for the grade.

It is well to use the books as follows:

Second Grade—Book I, then Book II. Repeat Book II, if three books a year are needed. Third Grade—Book III. Fourth Grade—Book IV. Fifth Grade—Book V. Sixth Grade—Book VI. Seventh Grade—Book VII. Eighth Grade—Book VIII. If two or three books are used in a year, repeat the book, as, use Book III two or three times in Grade Three. Should there be many grades in one room as in the rural schools, it is an advantage to use in Grades Two and Three, Book II the first half year; Book III the second half year. In Grades Four, Five, Six and Seven use Book IV the first half year; Book V the second half year.

4. That *every* writing lesson be prefaced with a definite, strong movement drill.

5. That correct position of body, paper, feet, hands and pen be exacted throughout the writing period.

6. That pupils use the copy book as a drawing book. Let it be used to correct letter forms and as a record of work rather than merely an imitation of the copy. The pupils should write in the copy book and not, in a slow, painstaking way, draw.

7. That the pupils write six lines in the copy book in ten minutes and gradually increase speed to ten lines in ten minutes.

8. That pupils write through the copy book, writing on the upper half of page only, thereby getting practice on all letter forms and their combinations early in the term. Then write through the lower half of book. Improvement will be more apparent if a line is skipped between upper and lower half of page.

9. That the writing in all written lesson work be as large as the writing on the copy book.

10. That the teacher keeps on the blackboard, where they can easily be seen by the pupils, a carefully written copy of the capitals and small letters of the alphabet.

Happening in the Schoolroom

In a certain school special effort was being made to improve the marching. The school authorities, from superintendent to janitor, were interested in the matter and worked together for the accomplishment of the end in view, namely, good, orderly marching in a building with so many turns, stairway landings, and dark passage ways that for years it had been thought impossible to bring children up to the usual standard in this respect. The new superintendent, believing it could be done, actually made his teachers believe it too, and in two weeks' time things were materially changed. He did all he could to help by providing certain marching lines, spaces, etc., as were possible, appealed to the class through his teachers and thus happily won the coöperation of both teachers and taught. For a while the lines were required to form in perfect order and stand until signal was given for dismissal at recess. They soon felt such a pride in this and showed such a fine spirit of helpfulness in it, that the principal sent around the following notice one day: "On account of the fine spirit shown by all the pupils in respect to the marching, we have decided to allow them to break ranks at the foot of the steps leading to the playground instead of forming line as before—this to give them more time for play at recess." The boys are usually the 'spokesmen in such matters. In one of the grades when the notice was read, one of the boys said, "Well, now I think that is right. That is the only thing I had against the marching—standing in the line took two minutes from our recess. Now, I haven't got a thing against any of 'em."

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The average salary of the county superintendent in Alabama is \$1,000.

The State of South Carolina gave the past year \$500 in prizes for school improvement.

In Tennessee the county superintendent is required to stand the State examination before he is eligible.

The Southern Educational Association met in Lexington County in its eighteenth annual session. Supt. R. J. Tighe, of Asheville, was president.

It is not the superintendent's business to sit in judgment or merely to sit as a disciplinarian, but to be a sympathetic counselor who will help the teacher to teach and to teach well.

Robert Edward Lee was born on the 19th of January, 1807. The schools of the State should not let this day pass without teaching the children to do honor to the great Southerner.

It is charged that 80 per cent of the teachers cease to read systematically after they have once been thoroughly installed as teachers. The one thing needed then is for the superintendent and the county board to give them a chance to grow.

All superintendents can criticise. In fact it is not necessary to become a superintendent to exercise this accomplishment. The streets will fur-

nish any superintendent with an abundance of criticism. What the teacher needs is sympathetic guidance and assistance.

In Louisiana the length of the school term is seven and a half months. The money is apportioned to the schools on the basis of attendance and not on a per capita basis. Think about it! Should money be apportioned to schools for the benefit of children that do not attend?

The Greensboro High School Magazine for December is a good number. One very interesting article is "The Schools of Greensboro from 1767 to 1907," by Miss Clara Glenn. Every city school in the State should preserve its history. It is a good thing for the students to become interested in the subject.

"Criticism destroys genius, dulls brightness, enervates power, and saps all life. Criticism is too often destructive and discouraging, leaving the teacher without clearer views of what should be done, and too frequently without inspiration to seek a better way. Creative and stimulative suggestion is far more effective."

At a recent educational conference in Georgia the leading business men of the State met with the school men and they discussed the school questions from both standpoints. In every county in North Carolina, much better results could be secured if the business men and the school men would meet together. There are two viewpoints, but the aims of both are the same.

It has been suggested by several city superintendents that the City Superintendents' Association meet in Washington City in February. This is a capital suggestion. The National Association of Superintendence will meet in Washington the last week of February. Every superintendent of schools, whether city, county, or training school, should attend this association. Here are gathered the city, county and State superintendents from every section of the nation. The discussions take a broad range. To attend this meeting would be worth more to the school officers of the State than any similar time that many could spend in State associations. The National Association may not be this near again in a generation. It is an opportunity that the school men cannot afford to let pass.

A New Declaration of Principles

When the educational campaign began in North Carolina in 1900 it was apparent to every one acquainted with the situation that there were too many small and ill supported school districts, that the length of the school term should be increased and that more houses should be built in accordance with modern school architecture and that the buildings in existence should be improved. Progress along these lines were so necessary that, when a systematic campaign was organized in 1902 under the direction of the Southern Education Board, these principles were adopted and emphasized in every county in North Carolina: (1) The consolidation of small districts into larger units; (2) Local taxation for the purpose of increasing the length of the school term; (3) Improvement of school houses.

For four years these principles have been emphasized so strenuously that North Carolina has awoke from her old lethargy and few states have experienced such a progress in so short a time. Old districts have been abolished and new and stronger districts have been created. The school fund has been nearly doubled, the number of local tax districts has increased from 30 to about 600, modern school houses have been erected at the rate of one a day, until the old log house has completely disappeared in many counties, and in their places have been erected modern school buildings after plans approved by the State Superintendent of Public Instruction. The momentum is so great today that each county is carrying on its own campaign along these lines. A rivalry has been created and the districts are casting about for means to improve their educational conditions in order that the stigma of being the most backward district may not rest upon them.

The Educational Conference of the Southern States, which met in Atlanta December 5 and 6, recognizing the fact that the counties and districts would in the future with proper encouragement take care of all necessary consolidation of districts, the building of better houses, and the voting of local taxes without the aid of any far-reaching State campaign, and recognizing also that progress along these lines had already brought other problems demanding immediate attention, adopted a new set of principles, as follows:

1. Improvement in County Supervision.
2. The Establishment and Adequate Maintenance and Equipment of High Schools.
3. Industrial and Agricultural Education in Elementary and Secondary Schools.

4. Education and Professional Training of Teachers.

5. Systematization of the School System from the Elementary Schools through the Colleges and Universities.

6. Increased Attendance by Conservative and Legal Requirements in such communities as are ready for it.

While the counties and districts are laying the basis for better schools, through consolidation, local taxation, and improvement of buildings, there will be organized efforts on the part of the school men of the county to make the system more efficient by emphasizing the principles given above.

The Southern Education Board will hold its next annual meeting at Memphis, Tenn., next spring. The purpose will be to bring together at this meeting representative men from all over the South to discuss these principles in reference to the needs of each State. Those who understand the conditions in North Carolina have already realized this fact, that the continued faith of the people in our public school system depends upon our working along the lines outlined above; for it is the efficiency of the schools that should command our most serious attention today.

The McIver Memorial Volume

The popularity and worth of the late Dr. Charles D. McIver was never better demonstrated than in the press notices giving an account of his untimely death, and personal tributes recounting his services to public education. A memorial volume containing a sketch of his life, the addresses delivered at the memorial exercises, personal tributes and press notices, has been prepared in accordance with a resolution of the Board of Directors of the North Carolina State Normal and Industrial College and under the direction of the following committee of the faculty, Prof. William C. Smith, Misses Viola Boddie and Mary Settle Sharpe.

The entire press of the State, both secular and religious, bear testimony to the fact that Dr. Charles Duncan McIver rendered a noble and everlasting service to humanity. Newspapers in other States were quite as generous in their laudation. Many of the leading magazines of New York refer to him as one of the most useful and important men of his generation.

This memorial volume is a worthy tribute to a hero of the 19th century.

Civic Improvement and Graded Schools

The criticism has been made frequently that the city schools are not as active in promoting civic improvement as they should be. In fact, in many towns and cities it is noticeable, and has been commented upon, that the teachers and superintendents do not even keep their own school grounds as they should be kept, to say nothing about inculcating in the youths a pride for the city's appearance.

The December number of the Greensboro High School Magazine contains an editorial on Civic Improvement that should be read by every superintendent in North Carolina, and read also to the high school students. It is quoted in full:

CIVIC IMPROVEMENT.

The idea of civic improvement, which has recently taken such a hold on the city of Greensboro, has borne fruit in the schools of the city. The movement in the schools was set on foot by Mr. Jackson and Mr. Swift, and has been steadily growing larger.

Its object is to beautify the school buildings and grounds. The pupils have realized that there are many things which may be improved, that there is still room on the walls for some neat, attractive pictures, while the walls themselves could be made to look not quite so dingy and unattractive. Some of the rooms need new window shades, which may be so adjusted that the pupil may read what is written on the blackboard without having to strain his eyes.

Every high school student recognizes the value of these improvements, but he must do more than recognize them—he must work for them. The man who sees his house burning up recognizes the danger to his property, but unless some effort to save it is made, the house will burn down in spite of all his wishes. So the high school student, if he wishes to beautify the school, must take an active interest and help beautify it himself. He should not depend on the other fellow to do it; if he does he will probably find the other fellow has been depending on him. He will see the moral of the fable told by Holmes, which fable was that all the people in the world decided to shout at the same time to see how great a noise they could make, but owing to the fact that each person wanted to hear the noise without contributing to it, no one shouted but a deaf man in China. One of the truest things that Benjamin Franklin ever said was that if you want a thing done, do it yourself. Nor do we want any gust of enthusiasm which will soon die out. The driz-

zling rain always lasts longer than the thunderstorm, and if we succeed in this undertaking it must be by steady, untiring work.

In this work we should coöperate with the Civic League, which has already done so much for the improvement of the city by planting flowers in the yards of public buildings, by beautifying the streets, and by cleaning off vacant lots. Why cannot the combined efforts of the school children and of the Civic League make Greensboro one of the most beautiful cities in the State, with schools which are unsurpassed in all North Carolina?

The High School has already accomplished something in this line. The lot opposite the school, obtained by Mr. Swift and Mr. Jackson from Messrs. Clapp and Golden, has been greatly improved in appearance. The different grades have become interested and Junior Band, the intermediate grades, have given entertainments, while the other grades are to give entertainments in the near future. All the money raised by the grades is to be duplicated from the public school fund, and as two of the grades have already made a nice little sum we have obtained a start already. It has been said that the only logical way to judge the future is by the past, and judging the future of this movement by what has already been accomplished, we see no reason why it should not be a great success.

The Story Teller's League

The Charlotte graded schools have an organization that should commend itself to all the schools of the State. It is the Story Teller's League.

The following named Story Tellers' leagues have been organized in the Dilworth graded school:

In grade five a King Arthur league, which tells the stories of King Arthur and the Round Table. The interest already shown is marked. Miss Heron is superintendent.

Grade four has organized a Norse league, which has access to the Norroena Library, the most exhaustive library of Norse literature published. Miss Porter will superintend the meetings of this league.

Grade three has organized a league for stories as follows: Fairy tales, folk lore and nature stories. Miss Maxwell is superintendent.

The children in grade three have shown a great delight in the old, old call, "Come, tell us a story."

Grade two has a league for fairy tales, folk lore and nonsense.

The official title for this league is "Dilworth Story Tellers' League."

Last Friday afternoon a most interesting program was given. The King Arthur League entertained. The following named stories from the Norse League were given:

"The Story of Odin at Minnie's Fountain," Christopher Jones; "Iduna's Apples," Annie Jean McMillan; "The Beginning of All Things," Ruth Porter.

The King Arthur stories given were:

"The Coming of Arthur," Joe Crayton; "How Arthur Got His Sword," Robert Peasley, and "The Round Table," Macon Core.

The second grade story tellers on the program were:

"Why the Sea is Salt," William Alexander; "The Half Chick," Ernest Spong, and "The Pied Piper of Hamelin," Latta Willis.

The meeting was full of joy and enthusiasm.

Once each month there will be a joint meeting of the leagues.

Miss E. J. Black is vice-president of the North Carolina Story Tellers' Leagues.

The West Central Association

The annual meeting of the West Central Association of County Superintendents was held in Charlotte December 12 and 13, Supt. F. P. Hall, of Gaston, president.

It is possible that the county superintendents receive more benefit from these district meetings than from any other educational association in the State. Being few in number, they come together in the nature of a round table discussion with the State Superintendent of Public Instruction and talk over matters that pertain to the everyday life of the school.

How to secure better teachers, how to improve the teachers, how to secure rural libraries, how to use the library, how to supervise to the best advantage all the schools of the county, were some of the subjects discussed.

Mrs. W. R. Hollowell, of Goldsboro, president of the Betterment Association, was present and discussed the betterment work of the State, and certainly if her enthusiasm counts for anything the betterment work will not suffer, for she puts her whole soul into the work, and the results in the past are due in a large measure to her efforts.

Those present at this association were Hon. J. Y. Joyner, Prof. J. A. Matheson, Prof. N. W. Walker, Mrs. W. R. Hollowell, Supts. F. P. Hall, C. E. Boger, B. B. Dougherty, J. H. Allen, R. N. Nisbit, G. T. Heafner, J. D. Hodges, T. D. Moore, E. F. Edins, L. O. White, J. M. Wall, R. G. Kizer, B. T. Falls.

Important Books Received

CIVIL GOVERNMENT OF NORTH CAROLINA AND THE UNITED STATES, by W. J. Peele (B. F. Johnson Publishing Company, Richmond, Va.) has been received. The purpose of this book as stated by the author is "to prepare children for the duties of citizenship in North Carolina."

This book is adapted for use in all the public schools of North Carolina and is suitable for about the seventh grade. It should be taught in connection with North Carolina and United States history. It is very well adapted for this use. Even teachers will understand history better by reading this civil government in this connection, for it is a very thoughtful study of the growth of our civil institutions, both in the State and in the nation.

Mr. Peele is a prominent member of the Raleigh bar and is the author of "Lives of Distinguished North Carolinians."

THE PRINCIPLES OF SECONDARY EDUCATION, by Charles De Garner (The Macmillan Company, New York,) should be studied carefully by all principals and organizers of high schools. It is really a text-book for use in training high school teachers. It will be issued in two volumes, but only the first volume is out.

The first two chapters discuss the social and the individual presupposites underlying American secondary education. Chapter III considers the chief bases for the selection of studies. Chapter IV classifies the studies into convenient groups. Chapters V and VI, which constitute more than half the volume, discuss the educational value of the studies and study groups. Chapter VII organizes the studies into groups. The appendix makes a convenient compilation of various types of curricula recommended by committees or already in use in leading schools.

Volume I is a valuable contribution to the one very important subject in North Carolina today—the organization of high schools.

The school without music is as lifeless as a man would be without a soul. Have a special teacher of the subject wherever possible, but have music. It lifts the mind from the drudgery of daily tasks, relaxes the tension of study and brings pleasure to every boy and girl, whether or not he or she is endowed with any natural gift along that line.—*Wisconsin School Journal*.

What the Sheep Said

"Baby's little blanket,
Socks and worsted ball,
Winter cap and mittens,
And his flannels all,
And his pretty afghan,
Warm and soft and fine,
Once as wool were growing
On this back of mine!"

THE GRADING OF SCHOOLS

The Best Promotion

The annual promotion interval is found by experience to work well in high school and in the upper grades of the grammar school, and especially in the highest grades, but even then it is not entirely satisfactory.

Where the interval is one year, there is little opportunity for the bright pupils to exercise their ability to make greater progress than that which is made by those of only ordinary capacity. It is next to impossible for a pupil without injury to himself, to skip a whole year's work, or in hours outside of school and during vacation to do the work of a whole year as it should be done. The custom of promoting classes at long intervals of time results in the congregating of the truants and the indifferent in the middle grades of the elementary school and opens no door of relief in line of readjustment. Other objections to annual promotion periods below the high school are that it may interfere with transfers, that the time for promotion is too distant to serve as a stimulant for younger pupils for promotion or good work; and that the pupil must repeat too much in case he fails.

Semi-annual promotions are better than annual. They are more flexible in that they make it possible to adjust the classification of pupils during the school year. This interval is really better for the high school, because in case a pupil should fail, which they often do, he need not repeat a whole year's work.

In some places pupils are readjusted three times a year. The school year is divided into three terms. At the end of each term the pupil is promoted if he has done satisfactory work, if not, he must repeat. This interval is better for the grades as it gives more flexibility. A dull pupil may have to repeat a term while a bright pupil may possibly skip a term. According to this scheme pupils are promoted three times a year, but it takes three promotions to make a grade.

In Chicago pupils are admitted to school membership every day in the year. Hence it naturally follows that there should be promotions every month in the school year. The graded course provides for a year's work for each grade. Probably eighty per cent of the pupils require a year in which to do the work of a grade. But there are some hundreds of pupils who can do the work of four grades in three years or less. Perhaps an equal number require five years for the same work. The Chicago or flexible system of promotion favors each individual. Pupils need not be hurried faster than they can go, nor held back a month longer than necessary. The flexible system of grading and promotion provides for

the welfare of all such children. It also provides that pupils who fail of promotion with their class need not fail a half year or more, but generally for a short time.—*Prof. J. A. Bergstrom, in Educational Journal.*

The Washington (N. C.) Schools

The organization of the school is based upon a division of each year's work into two periods, each of a half year. There is a separate grade with its own teacher to every half-year period of work, and the division is made still more minute by separating the pupils in each grade according to their advancement and ability. Thereby each year's work is divided into four parts, making the steps from one class to another very short and increasing the possibility of correctly grading each pupil. Furthermore, the classes are smaller, none exceeding twenty-five in number, and the teacher is enabled to get nearer to a pupil than she can when she is handling a class of fifty. In this manner one of the weaknesses in the graded school system is overcome, which is that the individuality of the pupil has been lost sight of in an attempt to treat them all as average children. Promotions are made from one grade to another twice a session, and from one section to another at any time that the pupil demonstrates his ability.

The Group System

The public school officials of the city of New York have adopted the "group system" of instruction, which appears to be based on plain common sense. It consists simply in dividing the classes according to attainment and not according to age or the number of years the pupil has been in the schools. This gives children who are quick and bright an opportunity to advance as rapidly as their learning warrants, and provides also for better personal instruction for those who are slow and somewhat dull, both of which features are worthy of adoption in all public school systems. The difference between this plan and that which has been maintained in the schools since the first one was opened, is that the new method adapts the instruction to the pupil while the old one tries to make the pupil fit the established and prescribed course. It is obvious that the new idea is the reasonable one, for there are almost as many differences among children in their ability to learn as there are children in the schools.

The plan which is in practice in some schools now of having graduations twice a year instead of but once, is a step in the same direction, inasmuch as it gives opportunity for the naturally

bright and proficient to advance more frequently. However, it is much less advantageous than the group system, as it fails to adapt the course to the pupil, still requiring that the pupil shall adapt himself to the rigid course. In both these methods, however, there is encouraging evidence that the school authorities in different places are more awake than formerly to the importance of considering the scholars as greater than the curriculum, and of regarding the main result to be aimed at as the advancement of the pupil as rapidly as his attainments warrant. Will this idea firmly fixed the value of the schools will be greatly increased and the best pupils will be encouraged in their work instead of feeling, as has often been the case under the old system, that they are dragged down and held back by slower pupils, and by the clinging to a fixed course which is not at all adapted to those who are able to acquire education rapidly and easily.—*The School Journal*.

Betterment Association in Wake

The Wake County Teachers' Meeting for December was quite a success. The weather was unfavorable, yet there were over 75 teachers present. The officers for the year are: President, Supt. Z. V. Judd; Vice-President, Prof. E. L. Middleton; Second Vice-President, Miss M. M. Mitchell; Secretary and Treasurer, Prof. J. E. Dowd.

The question of the adoption of a reading course evoked an interesting discussion. A resolution was passed authorizing Superintendent Judd to select books for the association. In addition to pedagogical books, the association will read the NORTH CAROLINA JOURNAL OF EDUCATION. Fifty-four new subscriptions were given yesterday.

Two papers were read before the association: one by Prof. E. L. Middleton on "The Teaching of History," and one by Miss Mitchell on "My First Week with Beginners."

Superintendent Judd spoke on the need of a greater effort on the part of the teachers to enroll all the children of school age. He also emphasized the importance of the teachers taking up the matter of local taxation. Wake has now an annual fund from local taxation of about \$7,000, coming from eleven districts. With five districts voted since July, this fund will amount to about \$10,000. He spoke most commendably of the work of the Woman's Betterment Association. Last year, besides much improvement upon which no money was spent, the association raised more than one thousand dollars in cash.

Miss Daisy Bailey Waitt, secretary-treasurer of the Betterment Association of Wake county, explained to the teachers the workings of the association, and stated that the Central Association would be glad to send out ladies to help new schools organize.

Miss Ada V. Womble, member of the executive committee, read the report of the prizes for last year as follows:

Holly Springs—Cash from Wake Betterment Association, \$50.

Rock Spring School, Swift Creek township No. 3.—Mr. C. J. Parker's prize of maps, \$12.50, supplemented by a picture.

Cade Springs School, St. Mary's No. 4—The Royall & Borden chair and desk, \$17.50.

Eagle Rock School—A year's subscription to the News and Observer.

Mt. Moriah Academy—A year's subscription to the North Carolina Booklet, offered by Mrs. E. E. Moffitt.

A year's subscription to the Progressive Farmer was awarded each of the following schools, offered by Mr. Clarence H. Poe: Dutchman, Swift Creek No. 1; Oak Hill, Swift Creek No. 7; Mt. Hermon, Cedar Fork No. 1; Samaria, St. Matthews No. 3; Ebenezer, House Creek No. 4; Holand's Panther Branch No. 1.

Extra prizes of framed pictures were awarded to Apex, Wendell and Wilbon, for excellent work during the year.

The Betterment Association at Holly Springs, which won first prize, was organized December 19, 1906. The association raised \$500 to help erect the handsome schoolhouse there. By December 30, the new \$7,172 building will be ready for occupancy.

Swift Creek and Cade Springs were each awarded one of the second prizes. The betterment associations at these schools also wrought well. They have aided materially in the real betterment of their schools and they won these prizes over healthy competition.

Mrs. Kate Walker, chairman of the library committee from the Woman's Club, had a large number of valuable magazines in the hall for distribution. Mrs. Walker has secured a large number of names of persons living in the city of Raleigh who will immediately after reading their magazines, send them to rural school libraries, provided the teacher will furnish the name of some pupil who would wish to receive them. Teachers wishing these new magazines will send the names of the pupils to the county superintendent.

Mrs. F. L. Stevens stated that later she would be able to make some announcement concerning her illustrated lectures on school gardens.

The Wake county schools will adjourn for Christmas holidays on Friday, December 20th. The spring term will begin on December 30th.

The date of the next meeting of the association was set for Saturday, January 25, 1908.

A small pupil, on being asked to use the word "budget" in a sentence, gave the following:

"The rock was so big that you couldn't budge it."—*Little Chronicle*.

The Exposition from the Teacher's Standpoint

By MARY CALLUM WILEY

That was a wide-awake, progressive superintendent who urged his teachers to attend the Exposition, and promised if they would do so to excuse them from examinations. For there was more for the earnest, conscientious teacher to take in at the Exposition in two days than she would have accomplished in a week at an institute. Not that the institute is not all right, and is a great thing for the teacher, but an exposition is better. And when we speak of the Exposition for the teacher we do not mean just the educational exhibits—though they alone, from a teacher's standpoint, were worth the trip to Jamestown—but we mean the historical exhibits, the agricultural, the displays in the fine arts and manufactures building, in the mines and metallurgy, the music, the naval display, the drills of the cavalry, the infantry, the artillery—and what a subtle influence these military drills have upon one, how they unconsciously inculcate love of country, pride in one's country. These, with the distinctively historic background, the characteristic atmosphere of the place, made the Exposition worth while for the teacher.

The Exposition was essentially a Southern Exposition, and on account of the large number of Southern people attending it, and especially Southern people from the good Old North State, it will always be known for the beautiful spirit of friendliness which characterized it, of cordiality toward strangers, of hearty good-will. It was, as some Northern people remarked, an eye-opener for the North. It showed the South up in the very best light, as it really is not what prejudiced minds have thought it to be. But it was an eye-opener for the South also, and a mind-opener, too, for the Southern teacher knocking up against the Northern teacher and the Western and the Middle-Western, found that all the good people in our country were not centered in one corner, and that another's point of view is often the correct point of view.

But aside from the general culture of seeing beautiful things, hearing good music, meeting interesting people, of what value educationally was the Exposition to the teacher? To the teacher it was of course a recreation and an enjoyment and a means of intellectual growth.

A North Carolina Book ***FOR*** ***North Carolina Schools***

Civil Government **of North Carolina and the United States**

By W. J. PEELE

"Our State has been fortunate this year in the production of many excellent books, especially text-books for schools. We are at last reaping the harvest that we began planting a generation ago, and are preparing to plant again with improved seed. A good book is even rarer than a good teacher, and nothing rejoices a teacher more than the sight of a thoroughly good text-book. Such a book has recently appeared on a subject of the first importance in the education of our youth, to-wit, civil government, civics, the rights and duties of citizenship. This book is fundamental; it deals with first principles and goes to the bottom of things. It has evidently come from a mind full and overflowing with knowledge of governmental principles, and has been inspired by a lofty spirit of patriotism and humanitarianism. The book is not partisan or sectional, but broad-minded, catholic, practical, Anglo-Saxon. It is not a baby-book written down to the level of children, nor a catchy book full of pictures and silly devices, nor a 'hop-skip-and-jump' book—running over the subject like a runaway team through a mud-hole, but a clear, straightforward, logical presentation of the formation and the workings and the duties of our government. It is thoroughly democratic, believing in the people, and in government of, by and for the people.

"The method of the book and its style are quite classic in clearness and simplicity. There is no straining after effect, no playing to the galleries, no shouting 'from Currituck to Cherokee.' There is nothing local, nor sectional, nor even temporary in the book. It belongs to all folks, all countries, all ages that love liberty and constitutional government. It ought to be read by every citizen of the United States, and studied thoroughly by every schoolboy.

"It is an especial joy to me that this little book was written by one of my early pupils, a member of the first class that was graduated from the new University in 1879—W. J. Peele, Esq., of the Raleigh bar."—President George T. Winston, College of Agriculture and Mechanical Arts, Raleigh, N. C.

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RICHMOND

Dallas

But it is not of these things we would speak. How can the teacher do better work this winter because of her trip to the Exposition?

GEOGRAPHY STUDY.

Well, to begin with, take the subject of geography. What teacher is not better prepared to teach this subject for having seen the beautiful agricultural displays of the various states, the apples from West Virginia, the cotton from South Carolina, the raisins, the nuts, the luscious fruits from California, the woods, the grains, the fruits from our own State. How interesting can the teacher make the subject of minerals when she tells of the great coal column erected by the mine-owners of West Virginia, of the miniature gold mine she visited in the mines building, of the beautiful marbles she saw, the polished granite, the precious stones of all kinds. Or, if the lesson is on the sea, what a wealth of matter the teacher has gathered. How delighted the children will be to hear of the drill at the life-saving station, of the visit to the lighthouse at Cape Henry, of some pleasant experience on the water. It is these little personal touches that make a geography lesson interesting. And the teacher need not give all the personal touches. There are pupils in almost every school who have been to the Exposition themselves or who know

people who have been there. Draw these pupils out, let them tell what you wish the class to know.

LANGUAGE STUDY.

Then, take the subject of language. Think of the material that has been gathered for composition writing, for letter writing. Make use of the literature that was collected—and wide-awake teachers accepted every pamphlet and picture that was offered her,—have the little children write stories about the pictures; have the big ones make scrap books, or illustrate their written geography and history work with the pictures.

To brighten up a dull day, take your pupils with you to the Exposition. When the lessons are dragging and the pupils are listless, put aside your regular work for awhile,—have the pupils straighten themselves up, then in your most sprightly, most interesting way, talk to them about the Exposition; make them see it as you saw it. It will not be time wasted; in some language lesson you can get back what you have told, or in a history lesson or a geography. Then occasionally during opening exercises, have the pupils who visited the Exposition tell about the things they saw. Let them bring to school any little souvenir they have; encourage them to cut out of magazines or newspapers pictures illustrating the Exposition or interesting items about

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TRINITY COLLEGE makes special effort to aid worthy students of small means to secure an education. During the past year 47 students were assisted from the loan fund; 118 received scholarships; 12 received science scholarships.

This does not include the number receiving tuition as ministerial students or sons of ministers.

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TRINITY COLLEGE PARK is located on the west side of the city of Durham and consists of seventy-three and one-half acres of land. The Park is under the municipal government of the city. It has been laid out in drives and walks and otherwise improved. There is a half mile of graded Athletic Track and large space is devoted to out-door athletics.

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it. Let them pass around the class the postcards they've collected.

HISTORY STUDY.

These are but hints—let each teacher make for herself a plan for using what she has gathered at the Exposition. For her history work, she will find she has gained the most. What an opportunity for culture there was at the Exposition. The whole atmosphere of the place breathed of "the days gone by;" the architecture of the buildings, the quaint furnishings, the taverns, the wealth of display in the history building, not to speak of the associations of the site; Old Jamestown a few miles up the river, Hampton Roads, historic Hampton, Fortress Monroe, Norfolk with its old St. Paul's, the old plantations up the river, Richmond not far away. Where else for the same expenditure of time, of money and of strength could one get so much real history? It has been declared that at no exposition has there been such an exhibition of historic arts as that at Jamestown. The most unassuming teacher may there examine original manuscripts of priceless value, rare old prints, celebrated portraits. She may feast her eyes on the beautiful display of silver, of cut glass, of brocades and satins of colonial days. She may examine for herself, rare Indian relics. She may see books hundreds of years old and read from their musty pages.

After seeing these old things how much more interesting can the teacher make the history lesson! She has become imbibed with the spirit of old times. She feels that she is no longer teaching out of a book, she is teaching of real people who lived in a real world, not so long ago. After seeing Flora McDonald's silver she no longer thinks of her as a mere *name* in history. One piece of Durant's household china has put new life into the statement that he was one of the early settlers of North Carolina. How real does Paul Revere seem since she has seen the silver he made, the old porringer marked with his own and his wife's initials, the quaint, fluted teapot. How differently she looks upon Martha Washington, now that she has seen in addition to her fine dresses her little shoes, her fan and jewelry, the homely quilt she put together with her own fingers, the big stitches she made.

What a touch it gives to the lesson for the teacher to speak of the work-box she saw, made of bark, that belonged to Pocahontas; of the time-stained old vestry book in which she read. "Ordered that George Washington, Esquire, be chosen and appointed one of the vestrymen of the Parish," of the high-backed, cane-bottomed chair Cornwallis rested in after the battle of Guilford Court House—and in which she rested, too, when the care-taker wasn't looking—of the old

1789 The University of North Carolina 1907

HEAD OF THE STATE'S EDUCATIONAL SYSTEM

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The University has a campus of 48 acres with 19 buildings, exclusive of residences and small buildings. Among the newer buildings are the Bynum Gymnasium, the Chemical Laboratory, the Y. M. C. A. Building, the Library, and the Infirmary. The total value of buildings and equipment exceeds \$800,000. The University has an annual income of \$135,000, the faculty numbers 80 teachers, the number of students enrolled last year was 731.

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A handsome, well-designed building has been provided for the library. The cost when complete will be about \$70,000. It is in charge of a librarian, an assistant, and four student assistants. The library contains now about 50,000 books and there is excellent opportunity for the work of the general body of students and for research and investigation on the part of advanced workers.

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This offers special advanced instruction above the Collegiate Department; it offers fifty-six courses. Graduates of other colleges are admitted without charge for tuition.

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Beginning with the session 1907-1908, the Law School will have a special building. The work of the school will be in charge of three professors: James C. MacRae, Dean; Prof. L. P. McGehee and Prof. Thos. Ruffin. The course is thorough and of high grade. The Law Library is specially endowed and will prove a most useful adjunct to the instruction given.

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There are two departments; two years at Chapel Hill and two years at Raleigh. These departments are well equipped, having in all 23 instructors.

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This school has been very satisfactory since its establishment and stands high among Southern schools of Pharmacy. Its graduates are in great demand. Regular two years course leading to the degree of Ph. G.

The Fall Term Begins September 9, 1907. Address

FRANCIS P. VENABLE, *President* - Chapel Hill, N. C.

Bible-box she handled, in which in days of persecution people hid their Bible.

But even if the teacher doesn't *tell* all that she saw, what a satisfaction it is to her as a student of history to know that she has seen with her own eyes the handwriting of Drake, of Hawkins, of Raleigh, of Queen Elizabeth herself; to know that she has examined—though she couldn't read—valuable old Mss written by the Dutch—one, especially, signed by Peter Minuit, the original grant from the Iroquois for the land upon which Albany now stands—; to know that she has seen the Dutch account of Hudson's discovery of the Hudson river, printed in Antwerp the year after his discovery, and proving by referring to him as "Herry" or "Harry," and as "the English pilot," that he was Henry Hudson, not Hendrick, a Dutchman; that she has read from the old journal of John Smith, published in 1624, in which for the first time in any history, mention is made of Pocahontas—"the king's dearest daughter"—who, "when no entreaty could prevail, got his head in her arms and laid her own upon his to save him from death."

"Your son will complete his education next month, will he not?"

"Yes, he will not. Why, he's just graduating from college."—*Cleveland Leader*.

Procure two large calendars with figures large enough to be seen across the room. Get the kind that have the days of the month on one large sheet. Print or cut and paste the letters to spell "Boys" across the top of one; the word "Girls" on the other. Hang them in front of the room, where all may see them. Every day all the girls are present paste a gilt star or circle over the date number on the girls' calendar. Do the same with the other when all the boys are present. At the end of the quarter or half term, allow the division having the largest number of stars or circles some special privilege, as a picnic dinner, a half-holiday or something else.—*Missouri School Journal*.

A senior in our model school took a dozen large needles, a spool of thread and a small magnet to her classroom, had the pupils magnetize the needles by drawing them eye to point over the south pole of the magnet and suspend them in different parts of the room. Nearly every child perceived that the needles pointed in one direction, and the word north became a reality in his vocabulary. The teacher next took a small compass and told them of how Columbus used the knowledge they had gained by their needles to guide him in his voyage across the ocean when he discovered America.—*Nature-Study Review*.

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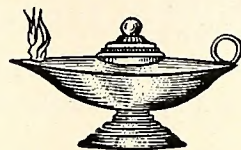
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NORTH CAROLINA STATE LIBRARY

FEBRUARY, 1908



E. C. BROOKS, . . Editor
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For Progressive Teachers

We want you to examine carefully the splendid new Johnston Map of the World and see what a fine addition it is to their already comprehensive and popular series. This new map, copyright 1908, is practically two maps in one. It is a map of the World in Hemispheres, also the World-Mercator's Projection. It shows:

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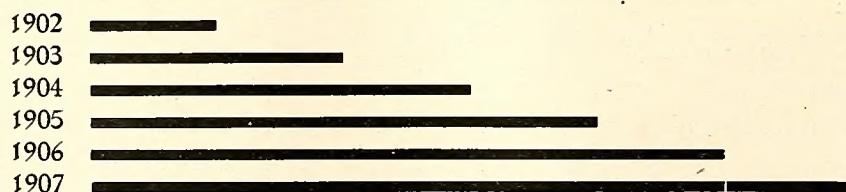
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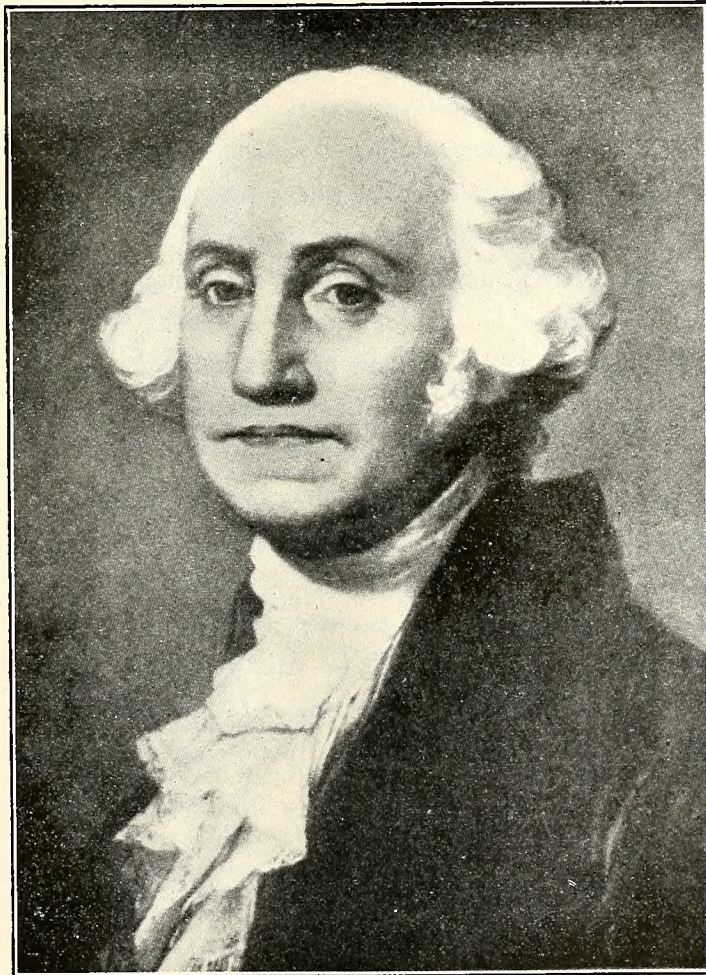
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Vol. II

DURHAM, N. C., FEBRUARY, 1908

No. 6



GEORGE WASHINGTON

Washington

Soldier and statesman, rarest union;
High-poised example of great duties done
Simply as breathing, a world's honors won
As life's indifferent gifts to all men born:
Dumb for himself, unless it were to God,
But for his barefoot soldiers eloquent,
Tramping the snow to coral where they trod,
Held by his awe in hollow-eyed content;
Modest, yet firm as nature's self; unblamed
Save by the men his nobler temper shamed;
Never seduced through show of present good
By other than unsetting lights to steer
New-trimmed in Heaven, nor than his steadfast mood
More steadfast, far from rashness as from fear;
Rigid, but with himself first, grasping still
In swerveless poise the wave-beat helm of will;
Not honored then or now because he wooed
The popular voice, but that he still withstood;
Broad-minded, higher-souled, there is but one
Who was all this and ours, and all men's—Washington.

—Lowell.

HUMOR IN THE SCHOOLROOM

By SUPT. J. A. BIVINS, Monroe, N. C.

Wit and humor seem to be the common possession of Americans, though if we are to believe the joke makers we are not indebted to the Mother Country for them. Fun seems to be indigenous to our soil—a product of the bigness and vastness of things. When the first shipload of weary immigrants caught sight of this new Eldorado of the west, it loomed up before their excited imaginations as a land of boundless possibilities. Gold grew on trees and fortunes lay in the very dust beneath their feet. Men laughed and shouted for joy at the prospect; and after a lapse of four centuries the smile has not worn off. Belief in things high comes easy to the average American. He may fall today, but it is with a grin on his face, and with the full confidence that he will be on top again tomorrow. Whistling, smiling, hustling, he goes on his way. Fire, flood and earthquake do not avail to stop him; they rather spur him to greater endeavor. He has a heart for any fate, and meets emergency with a joke. Ah! but he *does* things—this American—and all the more, I think, for the unconquerable spirit of joy that is in him. So, let him alone. The spirit of humor is our greatest asset.

REPRESSING HUMOR.

I will endeavor, with your permission, to approach a little nearer my theme. And first I hasten to remark that humor has always had a place in the schools. I say *hasten*, because, from its appearance as one of the topics for discussion, I fear that you may think some new educational fad is about to be sprung. Nay, verily. There is no escaping the fact that this irrepressible spirit of fun, above mentioned, has found its way into the schoolroom. But while found there, it is too rarely of the right kind or in the right proportion. Moreover, it is usually one-sided; the party of the first part, namely the teacher, having but little share in it, or sympathy for it. The teacher is mainly concerned with repressing it, or getting even with the authors of it. He sometimes calls to his aid in this matter a small instrument known as the birch or the rod. When this is the case, a curious disproportion is to be observed, as invariable as the rule of three. The more sternness and seriousness and birch on the part of the teacher, the more levity and disorder and disobedience on the part of the pupils. It is nature's protest against unnatural stiffness. If these hold their peace the very rocks must cry against such a monstrosity. I fear that in the singleness of our aim to impart instruction we teachers sometimes forget that we are dealing with creatures of flesh and blood. We forget that nerves get frazzled out and that muscles ache for action. It is also well for us to remember that while we are on an exalted plane, and love learn-

ing for learning's sake, the normal, healthy child may be far below us, and have ideas and aims far remote from ours. We encase ourselves in seven-league boots and endeavor to show the children how to climb the steep of Parnassus or, as George Ade aptly puts it in his slang phrase, "hike up the ladder of fame." But somehow they don't "hike" much. We frown, and wield the rod, and they "hike" still less. What's the matter? There is evidently a screw loose somewhere.

TWO TYPES OF TEACHERS.

Did you ever stop to consider why the schoolmaster, or schoolmarm either, has cut so sorry a figure in literature? It is simply for the reason that until late years he was not a normal human being. The very mention of such names as Squeers, Gadgrind, Pecksniff, Ichabod Crane, Sir Hugh Evans, and the professors of the Academy at Lagado provokes a smile that is anything but complimentary to the profession. There is no doubt that in times past, at least, the pedagogue was a fair target for the satirist. In fact he was "everybody's meat." The boys whistled at and jeered him on the street; children ran away when they saw him coming; he was socially ostracized. Parents would tell their children how they used to outwit the teacher, and laugh when the children emulated their example. The teacher was an ogre, a child hater, a policeman, a thing to be dreaded and plotted against. Much has been accomplished in the way of reform, since the days of Pestalozzi and Froebel. Better methods and a saner attitude on the part of the teacher toward the child are gradually displacing the old order of things; and children are beginning to see that the teacher is their friend and that school may even be a pleasant place to go. But the legacy of the evil past still comes down to us, and it will take years yet to live it down. In many sections the teacher is still looked upon as an ogre or policeman; the little tot who starts to school for the first time is taught to believe that he will likely get a flogging before the day is out, in which event he is promised another when he gets home. And while the bright room, the cheerful music, the attractive pictures and the sympathetic smile of his teacher go far toward allaying his fears, he is slow in yielding his full confidence in things. Somehow he fears the Greeks even while bringing their gifts. By degrees, however, most children yield to the mild persuasiveness of the new order, where the new order truly obtains, and become enthusiastic pupils. Some, however, remain obdurate to the end. And we usually try to explain such obstinate cases by the old reliable dictum that has so often come to the aid of the teacher in his extremity, namely, that it was a lack of proper home training. But who can say that it was not a pronounced case of inherited

tendencies transmitted from that vicious system that obtained so long in the past?

You will doubtless think that in speaking of the schools and teachers of other days I have used exaggeration; if so, it has been with a purpose. I wish to place, for the purposes of this discussion, two strongly contrasted types before you. One type does not belong exclusively to the past any more than the other does to the present. In one type the teacher is stern, strict, and unyielding. He virtually says, "I am the master here, and you are the pupils; if you don't get your lessons and behave yourselves I'll wear you out." Humor and naturalness have no place in his régime. In the other type the teacher is kind and gentle, though firm, and presents the attitude of a sympathetic friend and helper. Such a teacher often relaxes and enjoys a good laugh with her pupils (note the change in the personal pronoun).

The term humor, as I shall use it, covers everything that makes for ease, and naturalness, and relaxation in the schoolroom. Humor is the natural expression of a mind in its moments of ease. No one laughs when he is on the rack; no face is wreathed in smiles when some expected calamity is about to fall. Moreover, one can do his best work only when he feels at ease. When he is worried, or possessed by some overmastering fear or dislike, he beats the air with vain repetitions and makes but little headway. We have all seen pupils go to pieces from mere dread of failing at their examinations. So the teacher who would get best results must know how to create an atmosphere of humor or restfulness in her schoolroom. When once she gets it, work becomes play, and the irksome task a joy. Having had to visit many schoolrooms of late years, I have become peculiarly sensitive to their various atmospheres. The minute I enter some rooms I feel that all is dead wrong. The educational mill is grinding mighty hard, and there is a good deal of friction. It can be seen from the puckered brow and worried look of the teacher, and from the puckered brows and worried looks of the pupils. She may be a faithful, conscientious teacher, and sit up late hours at night correcting bad papers. All the same, if she doesn't get married, or stop teaching, or learn a better way, she will wear herself out and fill an early grave. Again, I go into other rooms and find a vastly different state of things. Things are easy and smooth. There are no puckered brows except such as naturally get so from the chasing of nimble footed ideas. Presently I catch some pupil's eye and smile; I get a smile in return, and thus find that the safety valves are in good working order. The teacher?—well, she looks native to the place, and so do the children. There is no Chinese Wall or high pedestal in the way. In fact, there is freedom because there is obedience to law, not the puny rule of tyrannical authority, but the fundamental and unchangeable law of nature.

CAUSE OF BAD BOYS.

How is this desirable state of things to be obtained? First, I answer, it must begin with the teacher. There is no escaping the fact that every schoolroom is a mirror in which the image of the teacher is faithfully reflected. We are so accustomed to laying the blame on bad pupils and unfaithful parents that we forget to look nearer home for the true secret of our failures. The faultiest teacher I have known was one who was always in the right. She had the most marvelous way of proving that she never made a mistake, and of showing up everybody else in the wrong. She should have been a lawyer. Now, if we will be honest with ourselves, we will have to plead guilty for one thing, to lack of self-control. We have nerves, and we have not learned properly to subdue them. We are supersensitive, at times, to all noise, even healthy noise. A misspelled word, or a wrongly answered question irritates us, and we are not slow in showing it. We begin to quarrel, and the children begin to fidget. Result—a bad day. Why are some days bad, and others good? It is mighty near the truth when we say that some days *we* are bad, and others good. The best way to get control of your nerves (if you will permit an Irish bull) is not to have any. This requires a good physical condition. This means good digestion, plenty of sleep, exercise of some sort in the open air. Again, I have always found it a good thing to get as far out of town, and away from school, as I could, and put myself under the spell of old Nature. The best thing about nature is that she is always natural, a secret which, if we could learn it, would solve many of our difficulties. But I am getting off the track. Humor is my theme, and I am talking about nature instead. Well, after all, I am not so far wrong, for if we are only natural, humor will take care of itself, and humor of the right sort, at that.

THE TOUCH OF GOOD HUMOR.

This leads me next to ask, what kind of humor is appropriate to schools? Shall the teacher tell jokes, or read funny stories, or display amusing pictures? Yes, to be sure, if necessary. A little humor of this sort, when indulged in at the proper psychologic moment, is as refreshing as a cool draught of water after a weary journey. But whatever fun there is going the teacher must guide it, and be in it and of it. She thus disarms the enemy, as it were, by spiking his guns. Indeed it looks a little like making one's self "friends with the mammon of unrighteousness," except that in this case the wrong thing has been transformed into the right thing. There is a higher condition, however, to be attained than merely saying or doing things to create amusement. There is such a thing as imparting the grace of humor even to the ordinary tasks of the schoolroom. I have known teachers who could interject little parenthetical remarks, and redeem a lesson in mathematics or history or Latin from

otherwise dullness. Do you remember what Whittier says about that young school teacher who formed one of the number that sat about the wide-winged hearth that snowy night? I shall take the liberty of quoting it:

"Or mirth-provoking versions told
Of classic legends rare and old.
Wherein the scenes of Greece and Rome
Had all the commonplace of home,
And little seemed at best the odds
Twixt Yankee peddlers and old gods;
Where Pindus-born Arcturus took
The guise of any grist-mill brook,
And dread Olympus at his will
Became a huckleberry hill."

And therein lies the true art of teaching: the ability to throw these touches of fancy and humor into the unreal and musty things that come out of books, and make them live. It takes just these touches to keep the minds of the children alert and receptive. In the primary grades there is the widest possible field for humor; and it is in these grades that humor is absolutely essential.

The beauty about this sort of teaching is that it does not divorce life from books; life, palpitating and joyous, is within the schoolroom just as it is without. Contrast this picture of school with an incident that I read of once, which, though it smacks of the funny man in the newspaper column, yet illustrates the point: "Boy," said the teacher, who was one of ye old time pedagogues, with spectacles on nose and rod in hand, "boy, who discovered America?" No answer from the boy, who had come to school that day for the first time, and was naturally scared out of his boots. Down came the rod with a fearful thud on the desk, and the terrible voice roared out, "Boy, I say tell me who discovered America!"

"I did, sir," whimpered the boy, "but if you will let me off this time I won't do it no more."

TROUBLE ACCOMPANIES A LACK OF HUMOR.

Where humor holds its rightful sway, discipline is a comparatively easy matter. If the teacher is devoid of it and seeks to repress it entirely all sorts of troubles are likely to follow. It is like climbing up on a boiler and sitting on the safety valve: an explosion may take place any minute. Have you ever seen a teacher of this kind? She watches her pupils like a hawk and reads them a moral lecture on the importance of good behavior every five minutes. Mary twists in her desk, and Johnny scrapes his feet on the floor, and Bill tears a piece of paper from his scrapbook and wads it up with much noise. Lecturing and hectoring and scraps of history and grammar interspersed with irrepressible noise from the pupils continue for the space of a while. It is plainly evident that something must soon happen. It may be the most innocent little blunder in the answering of a question, or it may be some boy clears up his throat rather loudly—something or other acts like a spark to the train—and immediately the pent up nerve force of forty boys and girls expends itself in giggles and laughter. The

teacher keeps the entire class in after school and complains to the superintendent that she has the worst set of children going. Nothing but a saving sense of humor could avoid a catastrophe like that.

I walked into a teacher's room one day and found everything as still as death. The teacher was standing in front of her pupils with a stern smile of triumph on her face, and with arms folded, looking like Napoleon Bonaparte. I remarked upon how still the children were, when she answered with a voice husky from some preceding conflict, "Yes, I can have order if I can't have anything else." I left the room, thinking that that was about all she *did* have—order—and that she couldn't have that long at a time. She was a teacher who had no natural fondness for children, and could not in any sense enter sympathetically into their life.

She who would teach children successfully must have the heart of a child; or, as Tennyson expresses it, she must not "lose the childlike, with the larger mind." She must keep the simple enthusiasms and freshness of her girlhood intact. She must be able to see the world through the eyes of her children with their easy belief in fairies and myths.

The most distressing part about this subject is that it is a question of character and personality. I should be happy if I could tell you in a few terse maxims how to go back to your schools and become a living, vital force. But I can't do it. If you are endowed with health, and personal magnetism, and a firm belief that goodness and joy are at the heart of things, you will succeed anywhere. You are beyond all rules. But if you attempt to patch the deficiencies of nature with artful methods; if you try to simulate sunshine when it is not in your own heart; though you may achieve a tolerable success and climb a little higher than you would otherwise have done, yet you will never stand in the ranks of the great teachers. The keen spiritual discernment of children can instantly detect the difference between the sham and the reality.

I sometimes go to a teacher who is having a particularly hard time with her children and suggest that she relax a little occasionally. She will more than likely inform me that she dare not relax—that if she does the pupils will simply run away with her. Such a teacher is an example of the species that suffer from an excess of dignity. If they were to assume humor it would seem out of place. It would betray them, as did the long ears of the donkey that strutted in the lion's skin; and the children, recognizing the deception, would simply take advantage of the opportunity and run riot for awhile.

THE TEACHER'S OPPORTUNITY.

Is a school for the purpose of crushing out individuality? Are we doing our duty when we seek to clash thirty or forty varied souls into a dead level of uniformity and conformity; to clip off a budding fancy here, a rising aspiration

there? Oh, it is simply monstrous! It is a treadmill—not a school. It does seem to me that of all people who should enjoy life the teacher has the greatest opportunity and privilege. It is an interesting thing to study the characteristics of children, no two of whom are alike. There is a fascination in watching the mind develop and the individuality of each child express itself, and in knowing that you are the magician that calls them forth. And as a flower cannot unfold its petals except in warmth and sunshine, so the individuality of a child will be dwarfed and hidden unless called into being in an atmosphere of sympathy and kindly humor. So let them talk to you and tell of the wonderful things that surge in their little brains. Of course you will be wise, and know just how far to indulge them without offending or discouraging them. But what amusing things they can do and say when not under restraint! I have often wished, as I know you have, that I had preserved many of their bright sayings in a notebook. The teacher is to be pitied who thinks such things silly and beneath her notice. True, it is childish; but we must remember that here is a little mind groping its way “among worlds not realized,” and that it is our duty to lead it, not crush it.

I am sure that the Great Teacher smiled that day when he took a little child in his arms and said, “Of such is the kingdom of heaven.” It has taken us nearly two thousand years to grasp the meaning of that utterance, but we are surely, if slowly, coming to it. Great men are sitting humbly at the feet of little children and learning from them lessons of wisdom. This gathering of teachers, if it means anything at all, means that we want to get closer to the heart of childhood. But in all our getting let us not be content with the mere husks of method; these are useful and necessary in their place, but let us seek rather to be filled with the unselfish happy spirit of childhood itself. Of course we can never be children again—such a thing is not desirable, even if it were possible. But we ought to be able to say with Wordsworth:

“Hence in a season of calm weather,
Though inland far we be,
Our souls have sight of that immortal sea
Which brought us hither;
Can in a moment travel thither;
And see the children sport upon the shore
And hear the mighty waters rolling evermore.”

Congressman John H. Small has arranged for the Agricultural Department to hold two institutes in his district in the interest of tobacco culture. The meetings will be held at Williamston, Martin county, February 1, and Greenville, Pitt county, February 3. Pitt and Martin are the leading tobacco centers of the east. According to the census Pitt county produces more tobacco than any other county in the United States. Four specialists have been detailed by the federal government to hold these institutes.

Book Notices

AGRICULTURE: ITS FUNDAMENTAL PRINCIPLES. By Andrew M. Soule, of the Georgia State College of Agriculture and Mechanic Arts, and Miss Edna Henry Lee Turpin. Price, 75 cents. The B. F. Johnson Publishing Company, Richmond, Va.

The aim of this text as given by the authors is “to state the scientific facts and principles which underlie the process of agriculture that they will be intelligible and interesting to young people.” The authors have undoubtedly reached their aim, for the book is clear, practical, and very interesting. It covers the usual scope of soils, fertilizers, germination of seeds, plant growth, animal industries, etc. The space given to the cultivation of cotton and tobacco should appeal to the Southern schools especially. This is a very teachable book, and should find ready use.

EDDY'S TEXT-BOOK IN GENERAL PHYSIOLOGY AND ANATOMY. By Walter H. Eddy, Chairman of Department of Biology, High School of Commerce, New York City. Cloth, 12mo, 521 pp., illustrated. Price, \$1.20. American Book Company, New York, Cincinnati and Chicago.

This text-book is suited for use in the most modern schools, and by the most progressive teachers. Although intended especially to supply all the material required by the New York State Syllabus, and the requirements of the Harvard Entrance Examinations, its topical arrangement and division of subject matter adapt it equally to schools in other localities. In this book physiology is treated as a study of function in living forms, and as a part of the training in biologic science, and not as an isolated subject. The physiological processes are presented as activities common to all living matter, and much space is given to the comparative study of function in the animal forms other than man. Such a method of treatment permits the work to be used to supplement the study of zoölogy and botany; and the teaching of recent biologic process is recognized in the prominence given to the cell and protoplasm as the structural and physiological units.

UMPHREY'S SPANISH PROSE COMPOSITION. By G. W. Humphrey, Ph. D., Assistant Professor of Romance Languages, University of Cincinnati. Cloth, 12mo, 174 pages. Price, 75 cents. American Book Company, New York, Cincinnati and Chicago.

The aim of this book is to offer interesting material systematically arranged for translation, composition and conversation in Spanish. It is intended for students who already know something about the essential principles of the Spanish language. The first part contains a connected Spanish text extending through nineteen lessons and dealing with a journey from this country to Madrid and other Spanish cities. The lessons of this part of the book are so arranged that besides offering material for conversation and exercises in translation, they afford an opportunity for systematic review of all the essentials of Spanish grammar. The exercises in subsequent portions increase in difficulty, and are intended to lead up to independent translation from English into Spanish and to original composition in Spanish.

Holly Springs celebrated the completion of its \$7,000 school building by giving a “house warming.” This is the finest country school building in Wake county, and one of the finest rural public school buildings in the State.

Mooresville started the new year by dedicating its new graded school building. Hon. J. Y. Joyner, and Senator Lee S. Overman were the principal speakers.

SINGING IN SCHOOL

By ALLEN J. BARWICK, Department of Education

Singing in school is not emphasized and oftentimes is omitted altogether for various and sundry reasons satisfactory to teachers, but which have no foundation that can be justified. For instance, the teacher does not sing, there are no song books available (if any, not enough to go around), the press of recitations crowds it out, the boys won't join in. Do you make any of these excuses? Perhaps you sing, but not enough to lead; or most probably you don't know how to sing by note, and therefore you can't afford to attempt to sing or direct singing for your pupils. These reasons are not acceptable.

If teachers could once appreciate the value of beginning the day with general good-feeling and of ending it with the same; beginning and ending the day's work with harmony, the petty cares and annoyances of the morning gone, with rhythmic words and sentences or just the "Rum, tum, tum" of some good tune, ringing in the ears of the children, they would have singing in school. "How that thing keeps ringing in my head!" Often you've heard this over and over again. Many is the time when the mellow tones of old Memnon, made vocal by the gentle rays of the morning sun, are sounding on and making the air sweet, as the sun goes hurrying along to its task of the day. The best work the laborer does is when he plys his tools to music that keeps ringing in his head—singing while he works. How forgetful of the burden of the work!

And not only at the beginning and the ending of the day's work, but now and then when the pupils are tired; when the day is dreary, the weather close, the work burdensome and wearying; stop and sing a song. You will find it recreation; it will bring harmony again, and thus another good starting point for the next task ahead.

A great musical director says that any one with a normal voice can sing. If you can't sing, most probably you have not tried enough. He says singing can be learned just as talking can be learned. A child learns to talk by talking, by trying over and over again to say the things he would like to say, and not by a study of word and sentence structure, the science of language. But, if you don't sing and won't, why, let one of your pupils sing to *lead* the others. I have never yet seen a school or grade of pupils that didn't have a pupil in it that could not sing, and who could not be induced to sing and even lead the others. So, if you don't sing, get one of the pupils to lead. You may help now and then by your directions, as "Now! Altogether! Let's bring out the chorus strong."

"The boys won't sing!" Let them whistle. Urge them to whistle, if they won't sing. Did you ever try a chorus with a few whistlers

grouped in? Try it. Sometime, just for variety, have a song whistled from beginning to end by all the children in your room; or let the girls sing a stanza and have the boys whistle the chorus. This plan has proven successful oftentimes and always secures coöperation. Pretty soon the boys will get tired of whistling, will be singing, and they won't know how they got at it. This variety and general participating nearly always stimulates enthusiasm, and now and then it has led to duets, quartets, and the like, practiced at odd times. And at the end of a long, tiresome period, children ask for the privilege of singing "just one song." This general enlistment of interest in some cases has led high school pupils to work up choruses and quartets without the teacher's knowledge.

You will always be sure to find two, three, or four pupils that will lead the singing if you won't do it yourself. Select a few of your best singers and have them lead and call them your "choir."

About the most pleasing music I ever heard was singing with melody in it. The singers didn't know a quarter from a sixteenth note and not a word of the song that was gushing from the throats of this little band of negro brats. It was just "Tum, tum, tum; ta, ta; tum, ta, tum; tum, ta, ta." Did you ever get the children to sing some lovely, familiar tune without ever a word of the song? Try it, with just "Tum, tum, tra, la," or something else, anything else they may care to use, just so all use the same "words." Try a song sometimes with all mouths closed tight. Just hum it through. This is a very good plan to use till the children "get the tune."

So you don't *have* to sing *by note* in order to get some good results from singing. But sing, by all means, sing. And remember that this singing is not a lesson in music (there's a place for that); it is singing just for the love of it and for the unifying, disciplinary effect upon your school, and do not let it partake of the nature of a lesson.

"The school is not supplied with song books!" Oh, that somebody would put just a few good songs into convenient and inexpensive form and arrange to send them to every child in the schools of North Carolina! You don't need to have many songs, only a few of the best for school use, such as the following: "Sweet and Low," "The Blue and the Gray," "Crossing the Bar," "Santa Lucia," "Abide with Me," "Mt. Vernon Bell," "Not for Tomorrow and Its Needs," "Rockaby," "Lullaby," "Long, Long Ago," "Suwanee River," "There, Little Girl, Don't Cry," "The Shades of Night," "Sleep, Baby, Sleep," "Bonnie," "Our Country's Flag," "God is Love," "Holy, Holy, Holy," "Sing Me a Song of the Sunny South,"

(Continued on Page 17)

NATURE STUDY IN SCHOOLS

The Story of Mrs. Green Worm

By Mariana Cobb Gareissen

Mrs. Green Worm lived on a cabbage leaf. When the sun was too warm, she would crawl underneath and then she would be in the shade. When the day was cool and pleasant, she liked to stretch herself out on her leaf and watch the people pass by.

One day as she was stretched out on her leaf enjoying herself, along came a butterfly flying very slowly. "O, Mrs. Green Worm," said the butterfly, "may I rest on your leaf?"

"Why, certainly, Mrs. Butterfly," said Mrs. Green Worm, and Mrs. Butterfly lit on the leaf.

"O!" said the butterfly, "I'm so tired I believe I am going to die. But before I die I must lay my eggs. I am sure I shall never live to see them hatched. Who will take care of my babies? Mrs. Green Worm, will you?"

Before Mrs. Green Worm could say a word, Mrs. Butterfly had laid her eggs and died.

Then Mrs. Green Worm was so distressed. "Why," she said, "I don't know how to take care of baby butterflies. I never even saw a baby butterfly. I don't know what they eat."

Mrs. Green Worm was so afraid those eggs would hatch before she could find out what baby butterflies ate that she asked everybody who passed by.

Rover came down the garden walk, barking and wagging his tail, and Mrs. Green Worm called out, "Rover! stop a minute, Rover. Do you know what baby butterflies eat?"

"Baby butterflies," said Rover, "baby butterflies? Why no, I don't. I don't think I ever saw a baby butterfly," and Rover bounded down the garden walk.

Mrs. Speckle Hen, with all her chicks, came clucking and scratching down the walk. Mrs. Green Worm called out, "O, Mrs. Speckle Hen, do you know what baby butterflies eat?"

"Do I know what baby butterflies eat?" asked Mrs. Speckle Hen. "No, I don't. But I can eat baby butterflies."

"Well, don't stop here, then, exclaimed Mrs. Green Worm.

Then Mrs. Green Worm asked the swallow, "Swallow, you fly so far and you see so much, do you know what baby butterflies eat?"

"No," said the swallow. "I don't know, but I can find out."

That night when the swallow returned from his flight he said, "Mrs. Green Worm, I've found out about those butterfly eggs."

"Well, tell me!" cried Mrs. Green Worm.

"When they hatch," said the swallow, "they

won't be butterflies at all. They'll be green worms, just like you."

"Fie, for shame!" cried Mrs. Green Worm, "to make fun of a poor distressed worm like that."

"But I'm not making fun of you," explained the swallow. "What I'm telling you is true. And I can tell you something else. You won't always be a green worm. Some day you'll be a butterfly, yourself."

Then Mrs. Green Worm was sure the swallow was making fun of her. But he flew away, saying, "Just wait and see if what I tell you isn't true."

So she could only wait and see.

By and by there came a day when Mrs. Green Worm was so hungry that she ate up her whole leaf, except where the butterfly eggs were. Then she said to herself, "I feel just like spinning myself a little hammock and going to sleep. I never did spin a hammock, but I believe I could."

So she spun herself a little hammock and went fast asleep. She was so snug and warm that the wind did not blow on her, the rain did not wet her, Jack Frost did not nip her, and the snow did not chill her.

All winter long Mrs. Green Worm slept in her little hammock, and when the spring came with its warm sunshine, she waked, and stretched herself and crawled out of her bed, no longer a green worm, but a lovely yellow butterfly!

Language Lessons Correlated with Nature Work

By Miss Marian M. Revelle

The third grade has always seemed to me the place for the most delightful language lessons. The child is at the age when all outdoor life is of paramount interest to him and since the time limit has forced me to correlate nature work with language, I have deemed it wise to base my language lessons largely on such topics.

Around the top of my blackboard I have placed a 14-inch border of dark red paper, held in place on either edge by narrow molding. Half the space of this border is given up entirely to the language work—around the other half is hung the best specimens of the children's work in various subjects. A selection of Perry pictures has been made for each of the months and mounted on this border, great care having been given to select those which would appeal most particularly to the child and from which he could gain the most. Probably the most interesting was the November class—the Pilgrim pictures, although those for February are a close second—the Washington portraits, Washington

at Trenton, Washington Crossing the Delaware, and then the national pictures—president's portrait, and the public buildings at the nation's capital, we include in the February work.

Aside from the Christmas work it is rather difficult to find December subjects for language work. Yet, today we had a delightful lesson on the fern—all oral—(I believe in a great deal of oral work). A fern was brought in by one of the children. He had taken it up very carefully and the soil and rock near which it grew were still with it. We described the fern, made free-hand drawings of it, spoke of its environment—its cheering presence when other flowers were gone; but especially were the children interested in the presence of the little brown seed underneath the leaves and their future.

Tomorrow they will give me a written description of our fern and later a short dictation lesson on same.

Next week we take up the study of evergreens proper; first, the pine tree and cone and all the stories surrounding the same.

Then comes the Christmas work—the study of the holly, the study of the Christ child (we have many pictures relative to this), and then comes the very interesting topic "Christmas in Other Lands," calling forth the ethical lessons of the blessedness of giving and all the dear little stories relative to this. They like best the stories of Piccola, the Fir Tree, the Little Match Girl.

To those teachers who desire a delightfully helpful reference aid in this line of work, I would urge them to carefully examine the "Month by Month" books, in three volumes (seasons), compiled by Misses Willis and Farmer, of Newark, N. J., published by E. L. Kellogg & Co.

Nature Study Correlated

By Miss Mary I. Ward

JANUARY.

Study made of *Time*—Days, weeks, months, seasons, etc. *Snow*—Crystals. *Ice*—Use, how formed, etc.

Language and History.

Study made of "Eskimo Life," "Snow Man," and "Snow Flake" (stories).

Manual Training.

Cutting and pasting "igloos" and sleds. Free-hand cutting of Eskimo, dog, etc.

Memory Gems.

"The Icicle," "Thirty Seconds."

FEBRUARY.

Patriotic month.

Time for nature can be given to study of domestic animals—*Cow*; *horse*, *cat*, and *dog*.

Language and History.

Stories of Lincoln, Valentine, Washington, and Longfellow.

Memory Gems.

"If All the Trees Were Cherry Trees," "Salute to Flag," "Children's Hour."

Manual Training.

Cutting and pasting log cabins; cutting and painting hatchets, flags, cherries, valentines, etc.

MARCH.

Signs of spring.

Study of (1) *Winds*—Directions, force, and work.

(2) *Buds*—Review fall work; special study of *Pussy Willow*.

(3) *Tadpoles*—Specimens in schoolroom.

Language.

"Cruel North Wind," "Wind and the Sun," "Pussy Willow's Hood," "Hal and the Frogs," "Meeting of the Winds."

Memory Gems.

"Pussy Willow," "Wind."

Manual Training.

Cutting "windmills," drawing and cutting "buds."

APRIL.

Showers—(their mission).

Return of *Birds*—Robin, bluebird, woodpecker, etc.

Study of rabbits, chickens, etc. Trees (for Arbor Day).

Language.

"How Robin Got His Red Breast," Indian Legend of the Robin, "The Woodpecker," "Lost Peepsie," "Story of Bunny Cotton Tail."

Memory Gems.

"Who Stole the Nest," "How Do Robins Build Their Nests," "Who Likes the Rain," etc.

Cutting and Coloring.—Birds, rabbits, chicks, trees, etc.

MAY.

Keep "Flower Chart" (see fall flowers).

Germination—Seeds (bean, corn, pea, flax, etc.,) planted in room early in spring and carefully watched.

School Garden—Soil prepared, seeds planted, etc. Visited often.

Language.

Legends of Spring Flowers—"Iris," "Rose," "Arbutus," etc.

"Bean Seed," "Pea Blossom," etc.

Memory Gems.

"In the Heart of a Seed," "Dear Little Violet," etc.

Cutting and Painting—Seeds (in different stages of growth).

Flowers—Spring vegetables (from school garden).

Agricultural Aspects of Primary Education

Nature-study and elementary agriculture are subjects which must be taught in harmonious relationship to systematically encourage the habit of accurate observation—to vitalize the mental and reasoning powers of the child. All animate nature appeals to children when directed to it in a sympathetic and attractive form. By

this early awakening we stimulate and bring into existence the child's love for country life and its avocations. Shakespeare reminds us there are "tongues in trees, books in the running brooks, sermons in stones, and good in everything." In your hands lies the power to create a lasting public sentiment and respect for farming operations, and thus become an unseen influence in our national prosperity. Professor C. Lloyd Morgan, the principal of University College, Bristol, stated in a recent paper on Nature-study in Elementary Education: "I am so fully convinced of the supreme importance of training the faculties of observation and the habit of sensory alertness in the early plastic and impressionable period of childhood—I hold so strongly the belief in the desirability of cultivating the sensory memory and storing the mind with faithful images of natural objects and scenes—that I am disposed to claim for nature-study a foremost place in the early stages of the education of all." What are we to understand by nature-study? "A process by which simple natural objects acquire meaning." We may assuredly assume that nature-study is the outcome of object teaching, the gradual growth of mental faculty, and the displacement of the old and detestable, mechanical memory method. It directs a child's mind towards the importance of the instructive love and study of nature. The principle of utility is effectually insinuated at this stage, and lends strength to a subsequent feeling of contentment with outdoor studies and pursuits.

Nature-study should not be associated with the systematic teaching of agriculture beyond the understanding of basic facts and principles of an elementary character. These govern and control agriculture. Subjects may be selected for nature-study which have direct bearing on the everyday life and occupations of a farmer. Fruit trees, vegetables, food plants, the injurious or beneficial insects and birds, the domestic animals, the seasons, can all be drawn upon. Bailey states, "Every subject in which men are interested can be put into pedagogic form, and be a means of training the mind."

It is not desirable or intended to teach the various operations associated with agriculture in our public schools. The aim is to interest the child in subjects intimately connected with daily home and farm life, to direct the child's mind to them attractively, to lay the foundation of future training either on the farm or in the agricultural college, to unfold natural science and demonstrate its usefulness in its later application to the land, to supersede the distasteful and wearisome burdens of antiquated methods on the farm. The affairs of common life are now so intermixed with applied science that our teachers in country schools should, in the best interests of their pupils, be in constant and practical sympathy with this form of teaching."—*Nature Study Review*.

Subscribe to N.C. JOURNAL OF EDUCATION.

Edgecombe County Teachers

The January meeting of the Edgecombe County Teachers' Association was held at Tarboro on the 18th. A large per cent of the teachers throughout the county were present.

"How to Teach Reading" was ably discussed by Miss Mary Bridgers and Prof. R. M. Davis. Miss Annie Mizell then presented the claims of "Geography in the Primary Grades" in an instructive and entertaining way. The program was closed by a talk on "Practical Betterment Work" by a teacher who has done so much to better conditions in her school—Miss Florence Edwards.

The Association then elected the following officers for the ensuing year: President, R. G. Kittrell; Vice-President, Miss Leona Moore; Secretary, Miss Mary Walston. Executive Committee, Misses Annie Mizell, Lulie Bridgers, and Florence Edwards.

Converted to the Idea

Now I confess that, personally, it went against the grain for me to accept the fact that my strictly scientific training, my technical physics, chemistry and botany would have to be somewhat discounted in my classroom if I wished to do what was really best for my pupils; but I am now thoroughly converted to the idea that if I get my pupils interested in these subjects in the spirit of nature-study, they will teach much better in the elementary schools than if I harass them with the—to most pupils—absolutely detestable laws of physics, chemical formulas and botanical definitions. There is so much in these subjects of intense interest that I do not think it right to make too much of the principles which, though of great value to the professional physicist, chemist and botanist, have no real value to the average teacher or pupil.—*Prof. Geo. P. Singer in Nature-Study Review*.

■ Spend the Summer of 1908 in Europe

Superintendent R. J. Tighe will conduct another private party through Europe next summer, visiting Scotland, England, France, Germany, Switzerland, Belgium and Italy. The party will be a congenial one and limited as to number. The rate will be low considering what is given.

Send for "From Day to Day" description of the Tour, giving more complete particulars regarding what is included, price, etc., to

R. J. TIGHE,
Asheville, N. C.

There is only one stimulant that never fails and yet never intoxicates, and that is duty. Duty puts a blue sky over every man—up in his heart it way be—through which the skylark, Happiness, always goes singing.—*Geo. D. Prentice*.

North Carolina Journal of Education

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E. C. BROOKS, Editor.

Directed by an Advisory Board, Representing the State Department of Education; the County and City Schools; High Schools, Academies and Colleges; the Primary Teachers' Association; the Woman's Betterment Association; the Nature Study Society.

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Make all remittances and address all business correspondence to H. E. Seeman, Publisher, Durham, N. C.

Volume II. FEBRUARY. Number 6.

February 22. George Washington's Birthday.

Tell the story of Mrs. Green Worm to the children. It is published elsewhere.

Prof. P. P. Claxton, of Knoxville, Tenn., was elected president of the Southern Educational Association, at its last meeting in Lexington, Ky.

Hear it, ye men of the world! To become an obscure, useful country schoolmaster is the highest pitch of my worldly ambition!—*Joseph Neef.*

Text-book geography and text-book agriculture may be a substitute for the real sciences; but the real text-book is around the schoolhouse, not in it.

It is harder for a student to cheat if he likes his teacher. Friendship between students and teacher makes crime against the school next to impossible.

Mr. City Superintendent, do you still require each teacher to keep all of her pupils in one class? In a room of 40 children, does the teacher try to keep them all together?

A mathematical problem: If a teacher keeps 40 children together in the same classes, and keeps them on recitation all day long, how much quiet, intensive work can the pupils do?

In a certain district eight boys left school, preferring to plow rather than attend school. You

see the point? They chose a mule and his ways rather than the teacher and her ways. That's queer, isn't it?

How much do you know about the life and times of George Washington? Make this a special study for February. When you become deeply interested in the subject the children will become interested also.

Two noted men of letters died during the month of January, Edmund Clarence Steadman and James Ryder Randall. Mr. Steadman was both poet and novelist. Mr. Randall's fame rests on one poem, "Maryland, My Maryland."

The Report of the Committee of Seventeen on the Preparation of High School Teachers (price 25 cents) has just been issued by the National Educational Association. Write to Secretary Irwin Shepard, Winona, Minn., for a copy.

A clerk in the grocery store learns more real geography than the sixth and seventh grade pupils learn from the entire series of text-books on geography—that is, when the teacher teaches only what is printed in the books. This is too bad!

Did it ever occur to you that the text-book is uninteresting; that there is very little life in it alone? If any interest arises the teacher has been at work and the children show the new life in their countenances. If there is no interest it is largely because the teacher has not developed any interest in the text.

If a child in the third grade has seven or eight daily recitations, and is on recitation all day, and if the child is required to do all of his studying at home, who is the real school teacher of the child, the woman in the schoolroom or the individual who aids the child in preparing all his seven or eight recitations?

If all text-books should be destroyed, how would you conduct your school? If you should go to school tomorrow morning and should find that during the night the terrible thing had happened, and that you had no text-book to lean upon, what would you do? Would you have enough knowledge of the work for the day that you could teach any one subject even fairly well?

If not, do you consider yourself a real *school teacher*?

Supt. J. D. Ezzell, of Harnett county, writes: "Our public schools are in fine shape throughout the county. We have now six public schools that require twenty four teachers; whereas two years ago these same schools employed only eight teachers. This is the result of consolidation, local taxation and better buildings."

Supt. Charles H. Utley, of Pender county, has issued a very interesting letter to all the parents of his county. "Remember," he says, "when you pass the little public schoolhouse in the old field, at the edge of the road, before you turn your back upon it to condemn it, that it is the only hope of nearly all the children in your neighborhood."

The new Handbook for High School Teachers, prepared by Prof. N. W. Walker and sent out from the office of State Superintendent, should be placed at once in the hands of all high school teachers. It will help them all in arranging their work, choosing texts and selecting the proper course of work. It is a well prepared pamphlet of 60 pages, containing such information as many teachers are in need of just now. If you have not received a copy be sure and write to the State Superintendent for one.

The University of North Carolina Record has been received. It is a pamphlet of 59 pages and is devoted to "University Day" at Chapel Hill and elsewhere. The Record shows very great progress of the University during the presidency of Dr. F. P. Venable. One very interesting fact especially is the average age of the freshman class for the past five years. It has decreased from 19 years 2½ months, to 18 years 10¾ months. This is one evidence that high school instruction has improved in the past five years.

There are two classes of students in school. One that loves the school and its tradition; these will study anything and do as nearly as possible every thing the teacher requests. The other goes under compulsion, and if the school means anything to them the work in the schoolroom must relate the life of the school to the life around them; in other words, it must stimulate their senses. There must be real life about it. This

does not come from text-books alone. Think about this when the backward students are dropping out.

Teacher, what are you going to do when your school closes in the spring? This is the time to begin thinking about this question. If you stop studying and wait until your school opens again next fall, you will soon cease to be a teacher. Any first-class educational institution will be glad to give you assistance. The Normal and Industrial College opens its spring session in April for your benefit. You can spend two months here improving your scholarship and observing the best methods of instruction in the practice school. There is nothing greater than a progressive teacher; there are few things more pathetic than a stagnant or degenerating teacher.

A ninth grade complained that the history lesson was too long. It was only six pages in length, but the students said that it took at least two hours to prepare it. This class had remained untaught for nearly nine years. They had never been taught to study. In reading any piece of literature they should have been trained early to see in the first reading the main divisions of the subject and in the second reading they should have been trained to group all the related facts around the main divisions, then a brief review would have given them the whole subject with all of its details. This is an excellent way to train the memory. Cut out all questions at the end of the chapter; for they are nearly all misused.

Superintendents to Meet in Washington

The Executive Committee of the City Superintendents' Association makes the following important announcement:

"The Executive Committee of the Association of North Carolina Graded School Superintendents and Principals announces that the next annual meeting of the Association will be held in Washington, D. C., February 25-27, in connection with the Department of Superintendence of the National Education Association.

This departure from the custom of meeting in the State is made because of the unusual opportunity afforded the North Carolina school men to attend the N. E. A. meeting. The efficiency of the N. E. A. Department of Superintendence is too well known to need comment here, and those

seeking the best in the profession cannot afford to miss this meeting.

"The cost should not exceed that incident to attendance at some place in the State. Railroad fares are low and very reasonable hotel rates have been secured.

"Your committee will provide for at least one special address for the North Carolina Association, and for an executive session for the election of officers."

The committee has acted very wisely and in accordance with the wishes of a large per cent of the city superintendents. North Carolina should be largely represented at this meeting. City superintendents and principals, county superintendents, college men and as many teachers as possible should attend. This is one of the largest educational associations in America. Congress is in session at this time, and many school men who have not had the privilege of going to the National capital should not lose this opportunity.

County Supervision Pays

Better county supervision is the one important thing that North Carolina must work for. It is one great strategic point. Wherever a good county superintendent has been employed for all of his time there has been great educational awakening.

A few years ago there was not a single local tax district, and consequently not a single cent of money raised by special taxation for schools, in Columbus county. The county superintendent's salary was increased a few hundred dollars, and he was put into the field for his entire time. Today there are thirty local tax districts in Columbus county. Ten thousand dollars was raised last year by local taxation and \$12,500 will be raised next year by local taxation.

By increasing the salary of the county superintendent a few hundred dollars, thereby enabling him to work at his business all the year round, the annual school fund has been increased \$12,000 or more. Did it pay, as a business proposition, to invest a few hundred dollars more in a good man for all of his time?

Better Teaching Necessary

"I believe we have made a mistake." This was the pathetic utterance of a man who had worked for local taxation for five years. In fact, he had worked for it so strenuously that he had begun to see all the good things of this world coming to his

district through the establishment of a local tax school.

He won, the school was organized and the institution opened. He was unable the first year to secure a teacher who could teach, and after a complete disorganization had closed the school before its time, he was discouraged, a reaction had set in, and "after all," he said, "I believe we have made a mistake."

This man had placed all his hopes in the school. He did not have faith enough to look beyond the temporary embarrassment and see that he was still going in the right direction, and that the trouble was with the teacher and the community and not with the system.

This morning the following letter was received: "We established two years ago a graded school by local taxation. The first year it was a great success because we had three good teachers; but the past year it has been a failure. We have a new principal who is unable to command the respect of the teachers and students, and the school is disorganized. There is no system and the people are discouraged. Can you recommend a principal who knows how to organize a school and command the respect of all concerned?"

The same complaint. Instances after instances could be mentioned showing that communities are developing faster and the spirit of public education is growing stronger every day, and that the teaching profession is not keeping pace.

It is a fearful thing for the minister to enter the pulpit with no message for his people. It is equally as serious for the teacher to enter the schoolroom with no new life for the children. How long will you abuse the patience of the patrons by this unprepared way of teaching?

Are you teaching history? Couldn't you read some other history on the same subject or study the geographical locations of these historic events and surprise the class occasionally with more knowledge on the subject than is contained in one little text-book?

Are you teaching literature? Couldn't you vary the monotony of the old reading lesson by bringing to class a new story taken from a magazine or a newspaper or even a library book, and have the members of the class to read it and tell you the story, or couldn't you read to them occasionally, to let them know that you have not lost the art of teaching?

Are you teaching geography? Are you teaching the influence of rivers? Couldn't you take the children outdoors occasionally and prove by actual observation some of the things that the

text-book speaks of, such as soil formation, effect of rivers, formation of hills and valleys? Geography is hardly worth while if you confine yourself to the land formation, State lines and principal cities. Are you studying the Southern States? Cotton is the great agricultural product. Read everything on the subject that you can find, tell the story of its growth and manufacture, name the fabrics made from it. Trace its life history from the cotton fields to the clothes we wear. Are you studying the Western States? Take cattle raising for instance, learn all you can about it and tell the story of the cow's service to humanity; trace her as she goes to Chicago, her hides to Boston, shoes to us, etc.

Oh, the utter, utter futility of the teacher who does not know even the lessons for today, who searches the texts through for a few questions to ask a score of disinterested and unenlivened students, who are killing time until recess.

Important Resolutions

The resolutions and declaration of principles adopted by the Southern Educational Association are as follows:

The Southern Educational Association, assembled in its eighteenth annual session, at Lexington, Ky., affirms its faith in the following principles:

First.—All children, regardless of race, creed, sex, or the social station or economic condition of their parents, have equal right to, and should have equal opportunity for, such education as will develop to the fullest possible degree all that is best in their individual natures, and fit them for the duties of life and citizenship in the age and community in which they live.

Second.—To secure this right and provide this opportunity to all children is the first and highest duty of the modern democratic State and the highest economic wisdom of an industrial age and community. Without universal education of the best and highest type there can be no real democracy, either political or social; nor can agriculture, manufactures or commerce ever attain their fullest development.

Third.—Education in all grades and in all legitimate directions, being for the public good, the public should bear the burden of it. The most just taxes levied by the State, or with the authority of the State, by any smaller political division, are those levied for the support of education. No public expenditure can possibly produce greater return, and none should be more liberal.

Fourth.—Education must always be adapted to the individual need of the child and to the demands of the age and community, and there is

constant need for revision of courses of study and methods of teaching to meet these needs and demands.

Fifth.—The Association expresses its gratification at the rapid progress which is now being made in education in all of the Southern States, in increased school funds, in length of school term, in the improvement of the schoolhouses and grounds, in the establishment of school libraries, the development of public high schools, and the increased prosperity of colleges, universities and technical schools, but it realizes that in all these directions only beginnings have been made, and there is need everywhere for increased and continued effort.

Sixth.—The Association would call special attention to the immediate need for improvement in county supervision, the fuller development of public rural high schools, the modification of courses of study in elementary and secondary schools to adapt them to modern needs, and particularly for the introduction of industrial and agricultural education, for the better education and training of teachers, for the systematization and unification of the work of the schools so as to avoid the great waste of time and energy which now occurs, and for better and more regular attendance on the part of the children, whether by the force of public interest and sentiment, or by compulsion of law.

Seventh.—Believing the fundamental principles of the Davis bill, introduced at the last session of the United States Congress, and providing for an appropriation from the National Treasury for the encouragement of industrial and agricultural education to be correct, the Association would urge all Representatives of the Southern States in the National Congress to give their votes and use their influence for the passage of some similar bill during the present session of Congress.

Eighth.—In conclusion, the Association tenders its sincere thanks to its officers who have labored so earnestly for the success of this session, to the people of Lexington for their hospitality, to the railroads for reduced rates, and to the press of Lexington for its kindness in reporting the proceedings of the Association.

NEGRO EDUCATION.

First.—We endorse the accepted policy of the States of the South in providing educational facilities for the youth of the negro race, believing that whatever the ultimate solution of this grievous problem may be, education must be an important factor in that solution.

Second.—We believe that the education of the negro in the elementary branches of education should be made thorough, and should include specific instruction in hygiene and home sanitation for the better protection of both races.

Third.—We believe that in the secondary education of negro youth emphasis should be placed upon agriculture and the industrial occupations,

including nurse training, domestic science and home economics.

Fourth.—We believe that for practical, economical and psychological reasons, negro teachers should be provided for negro schools.

Fifth.—We advise instruction in normal schools and normal institutes by white teachers, whenever possible, and closer supervisions of courses of study, and methods of teaching in negro normal schools, by the State Departments of Education.

Sixth.—We recommend that in urban and rural negro schools there should be closer and more thorough supervision, not only by city and county superintendents, but also by directors of music, drawing, manual training and other special topics.

Seventh.—We urge upon school authorities everywhere the importance of adequate buildings, comfortable seating, and sanitary school accommodations for negro youth.

Eighth.—We deplore the isolation of many negro schools, established through motives of philanthropy, from the life and the sympathies in which they are located. We recommend the supervision of all such schools by the State and urge that their work and their methods be adjusted to the civilization in which they exist, in order that the maximum good of the race and of the community may be thereby attained.

Ninth.—On account of economic and psychological differences in the two races, we believe that there should be a difference in courses of study and methods of teaching, and that there should be such an adjustment of school curricula as shall meet the evident needs of negro youth.

Tenth.—We insist upon such an equitable distribution of the school funds that all the youth of the negro race shall have at least an opportunity to receive the elementary education provided by the State and in the administration of State laws, and in the execution of this educational policy we urge patience, toleration and justice.

(Signed) G. R. GLENN,
P. P. CLAXTON,
J. H. PHILLIPS,
C. B. GIBSON,
R. N. ROARK,
J. H. VAN SICKLE,
Committee.

Singing in School

(Continued from Page 9)

"Blue Bells of Scotland," "My Faith Looks Up to Thee."

Put a stanza a day on the blackboard and have it copied in notebooks until a whole song has been taken down. Have the children get a few songs in this way and number them. "Now, let's sing No. 5 today, Tennyson's "Crossing the Bar," or perhaps you had rather sing No. 2, "In the

Heavenly Pastures Fair.'" You know No. 483, Gospel Hymns 1-6. Pupils always enjoy it. Sing these songs over and over again through the week, so that every day every child may have one of these ringing in his head, and thus make his little heart gentle and glad of life because of the possible beautiful effect upon him as he works as well as when he turns aside to play.

Suggestions for Lessons in Writing

By Clara R. Emens

TEN THINGS TO BE SURE OF.

1. That there is a daily writing period of at least fifteen minutes.
2. That each pupil is supplied with good material—pen, penholder, loose sheets of practice paper, pen-wiper, blotter and copy book.
3. That the copy book is not too difficult for the grade.

It is well to use the books as follows:

Second Grade—Book I, then Book II. Repeat Book II, if three books a year are needed. Third Grade—Book III. Fourth Grade—Book IV. Fifth Grade—Book V. Sixth Grade—Book VI. Seventh Grade—Book VII. Eighth Grade—Book VIII. If two or three books are used in a year, repeat the book, as, use Book III two or three times in Grade Three. Should there be many grades in one room, as in the rural schools, it is an advantage to use in Grades Two and Three, Book II the first half year; Book III the second half year. In Grades Four, Five, Six and Seven use Book IV the first half year; Book V the second half year.

4. That *every* writing lesson be prefaced with a definite, strong movement drill.
5. That correct position of body, paper, feet, hands and pen be exacted throughout the writing period.
6. That pupils use the copy book as a working book. Let it be used to correct letter forms and as a record of work rather than merely an imitation of the copy. The pupils should write in the copy book and not, in a slow, painstaking way, draw.
7. That the pupils write six lines in the copy book in ten minutes and gradually increase speed to ten lines in ten minutes.
8. That pupils write through the copy book, writing on the upper half of page only, thereby getting practice on all letter forms and their combinations early in the term. Then write through the lower half of book. Improvement will be more apparent if a line is skipped between upper and lower half of page.
9. That the writing in all written lesson work be as large as the writing on the copy book.
10. That the teacher keeps on the blackboard, where they can easily be seen by the pupils, a carefully written copy of the capitals and small letters of the alphabet.

[NOTE.—Owing to an error in the above article, which appeared in the January number, the same is again published. The word "working" in paragraph 6 was printed "drawing" in last number.—EDITOR.]

PROGRAM FOR FEBRUARY 22

I. SCHOOLROOM DECORATION.

[Decorate the schoolroom with flags, streamers and festoons of evergreen, and also of red, white and blue. Shields, made of cardboard and colored paper, crossed sabres, cardboard and tin foil, and gilded hatchets, cardboard and gilt paper, may be placed here and there among the decorations. Let there be pictures, colored crayons, memory gems, patriotic sentiments, etc., upon the blackboards. Hang a picture of Washington upon the wall, or upon an easel. A liberal use of evergreen will add to the effect.]

II. MOTTOES.

(To be written on the blackboard and memorized).

(a.) First in War; First in Peace; First in the Hearts of His Fellow-Citizens.

(b.) In Youth True; In Manhood Brave; In Age Wise; In Memory Immortal.

III. SONG—"My Country 'Tis of Thee."

IV. TOPICS FOR PAPERS.

[Let older pupils of the school prepare and read a series of brief sketches of different phases of the life of Washington. The following headings will serve as suggestions for subjects]:

1. Birth; Family; Boyhood.
2. Youth; Surveyor of Lands; Expedition to the Ohio.
3. Aid to Braddock.
4. Marriage; Home Life.
5. Commander-in-Chief of the Army; Principal Campaigns and Battles.
6. Resignation; Farewell to the Army; Private Life.
7. Part in Constitutional Convention.
8. President of the United States.
9. His last days at Mt. Vernon.

V. DECLAMATION.

With patriotic pride we review the life of our Washington, and compare him with those of other countries who have been preëminent in fame. Ancient and modern times are diminished before him. Greatness and guilt have too often been allied; but his fame is whiter than it is brilliant. The destroyers of nations stood abashed at the majesty of his virtues. It reformed the intemperance of their ambition, and darkened the splendors of victory. The scene is closed, and we are no longer anxious lest misfortune should sully his glory; he has traveled

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RICHMOND

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on to the end of his journey, and carried with him an increasing weight of honor; he has deposited it safely, where misfortune cannot tarnish it, where malice cannot blast it. Favored of Heaven, he departed without exhibiting the weakness of humanity. Magnanimous in death, the darkness of the grave could not obscure his brightness.

Let his countrymen consecrate the memory of the heroic general, the patriotic statesman, and the virtuous sage. Let them teach their children never to forget that the fruits of his labors and his example are their inheritance.

VI. CROWNING WASHINGTON.

(May be recited by four girls while they crown with evergreens a portrait of Washington.)

Arise! 'tis the day of our Washington's glory;
The garlands uplift for our liberties won;
Oh, sing in your gladness his echoing story,
Whose sword swept for freedom the fields of the sun!
Not with gold, nor with gems,
But with evergreens vernal,
And the banner of stars that the continent span,
Crown, crown ye the chief of the heroes eternal,
Who lifted his sword for the birthright of man!
He gave us a nation to make it immortal;
He laid down for Freedom the sword that he drew,
And his faith leads us on through the uplifting portal
Of the glories of peace and our destinies new.

Not with gold nor with gems,
But with evergreens vernal,
And the flags that the nations of liberty span,
Crown, crown him the chief of the heroes eternal,
Who laid down his sword for the birthright of man.

Lead, Face of the Future, serene in thy beauty,
Till o'er the dead heroes the peace star shall gleam,
Till Right shall be Might in the counsels of duty,
And the service of man be life's glory supreme.
And the flags that the nations in brotherhood span,
Crown, crown we the chief of the heroes eternal,
Whose honor was gained by his service to man!

O Spirit of Liberty, sweet are thy numbers!
The winds to thy banners their tribute shall bring
While rolls the Potomac where Washington slumbers,
And his natal day comes with the angels of spring,
We follow thy counsels,
O hero eternal!
To highest achievement the school leads the van,
And, crowning thy brow with the evergreen vernal,
We pledge thee our all to the service of man!

—Hezekiah Butterworth.

VII. GOLDEN WORDS OF WASHINGTON.

(To be repeated by six children.)

Interwoven is the love of liberty with every
ligament of the heart.

To persevere is one's duty, and to be silent is
the best answer to calumny.

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2. ENGLISH. The essentials of grammar and composition with readings in American Literature.
3. HISTORY. Topical Study of United States History.
4. ELEMENTARY SCIENCE.
5. MANUAL ARTS AND DRAWING.
6. MUSIC FOR SCHOOLS.
7. REVIEW OF SUBJECTS TAUGHT IN THE PUBLIC SCHOOLS.
8. OBSERVATION IN THE TRAINING SCHOOL.

To be prepared for war is one of the most effectual means of preserving peace.

Promote, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened.—*Farewell Address.*

To promote literature in this rising empire and encourage the arts have ever been amongst the warmest desires of my heart.

Without virtue and without integrity, the finest talents and the most brilliant accomplishments can never gain the respect or conciliate the esteem of the most valuable part of mankind.

VIII. BIRTHDAY OF WASHINGTON.

Welcome, thou festal morn!
Never be passed in scorn
Thy rising sun.
Thou day forever bright
With Freedom's holy light,
That gave the world the sight
Of Washington.
Unshaken 'mid the storm,
Behold that noble form,—
That peerless one,
With his protecting hand,
Like Freedom's angel, stand,
The guardian of our land,
Our Washington.

Traced there in lines of light,
Where all pure rays unite,
Obscured by none;
Brightest on history's page,
Of any clime or age,
As chieftain, man or sage,
Stands Washington.

Name at which tyrants pale,
And their proud legions quail,
Their boasting done,
While Freedom lifts her head,
No longer filled with dread,
Her sons to victory led
By Washington.

Now the true patriot see,
The foremost of the free,
The victory won.
In Freedom's presence bow,
While sweetly smiling now
She wreathes the spotless brow
Of Washington.

Then, with each coming year,
Whenever shall appear
That natal sun,
Will we attest the worth
Of one true man to earth
And celebrate the birth
Of Washington.

IX. CAROLINA.

Subscribe to the NORTH CAROLINA JOURNAL OF EDUCATION.

1789 The University of North Carolina 1907

HEAD OF THE STATE'S EDUCATIONAL SYSTEM

DEPARTMENTS.—Collegiate, Graduate, Medicine, Law, Engineering, Pharmacy. Several Courses in the collegiate Department leading to the degree of A. B.

EQUIPMENT OF THE UNIVERSITY.

The University has a campus of 48 acres with 19 buildings, exclusive of residences and small buildings. Among the newer buildings are the Bynum Gymnasium, the Chemical Laboratory, the Y. M. C. A. Building, the Library, and the Infirmary. The total value of buildings and equipment exceeds \$800,000. The University has an annual income of \$135,000, the faculty numbers 80 teachers, the number of students enrolled last year was 731.

THE NEW LIBRARY.

A handsome, well-designed building has been provided for the library. The cost when complete will be about \$70,000. It is in charge of a librarian, an assistant, and four student assistants. The library contains now about 50,000 books and there is excellent opportunity for the work of the general body of students and for research and investigation on the part of advanced workers.

GRADUATE SCHOOL.

This offers special advanced instruction above the Collegiate Department; it offers fifty-six courses. Graduates of other colleges are admitted without charge for tuition.

SCHOOL OF APPLIED SCIENCES.

Thorough courses in Chemical, Electrical, Civil, and Mining Engineering. Graduates easily secure good positions.

LAW SCHOOL.

Beginning with the session 1907-1908, the Law School will have a special building. The work of the school will be in charge of three professors: James C. MacRae, Dean; Prof. L. P. McGehee and Prof. Thos. Ruffin. The course is thorough and of high grade. The Law Library is specially endowed and will prove a most useful adjunct to the instruction given.

MEDICAL SCHOOL.

There are two departments; two years at Chapel Hill and two years at Raleigh. These departments are well equipped, having in all 23 instructors.

PHARMACY SCHOOL.

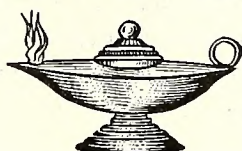
This school has been very satisfactory since its establishment and stands high among Southern schools of Pharmacy. Its graduates are in great demand. Regular two years course leading to the degree of Ph. G.

The Fall Term Begins September 9, 1907. Address

FRANCIS P. VENABLE, *President* ——— Chapel Hill, N. C.

O. Kate Library

NORTH CAROLINA JOURNAL OF EDUCATION



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MARCH, 1908



E. C. BROOKS, . . . Editor
H. E. SEEMAN, Publisher

For Progressive Teachers

We want you to examine carefully the splendid new Johnston Map of the World and see what a fine addition it is to their already comprehensive and popular series. This new map, copyright 1908, is practically two maps in one. It is a map of the World in Hemispheres, also the World-Mercator's Projection. It shows:

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2. The Panama Canal and the Canal Zone.
3. The principal trans-continental Railroads of both Hemispheres.
4. The principal Steamship Routes to all parts of the world with distance in days.
5. The sub-marine cable lines.
6. The international date line.
7. The length of the day at different latitudes on June 21st.
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CHARLES J. PARKER, STATE AGENT
RALEIGH, N. C.

P. S.—Don't forget to write for quotations on anything you may need in the school furniture or supply line.

STANDARD HIGH SCHOOL TEXT - BOOKS

Spalding's Principles of Rhetoric

Its keynote is common sense applied to secure the facile and vigorous use of English, written and spoken. It contains critical and constructive work in composition.

Wells' Algebra for Secondary Schools

Wells' Essentials of Plane and Solid Geometry

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Excel in accuracy, clearness, careful grading, and variety of problems.

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Gildersleeve-Lodge Latin Composition

Barss' Writing Latin

Characterized by being scholarly and accurate, fresh and up-to-date, and thoroughly teachable.

Fraser & Squair's French Grammar

Super's French Reader

Ball's German Grammar

Accepted as superior to any other French and German texts.

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North Carolina Journal of Education

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Vol. II

DURHAM, N. C., MARCH, 1908

No. 7

March

The stormy March is come at last.
With wind, and cloud, and changing skies.
I hear the rushing of the blast.
That through the snowy valley flies.

Ah, passing few are they who speak.
Wild stormy month! in praise of thee;
Yet though thy winds are loud and bleak,
Thou art a welcome month to me.

For thou, to northern lands, again,
The glad and glorious sun dost bring,
And thou hast joined the gentle train
And wear'st the gentle name of spring.

And in thy reign of blast and storm
Smiles many a long, bright, sunny day.
When the changed winds are soft and warm,
And heaven puts on the blue of May.

Then sing aloud the gushing rills
In joy that they again are free.
And, brightly leaping down the hills,
Renew their journey to the sea.

The Year's departing beauty hides
Of wintry storms, the sullen threat;
But in thy sternest frown abides
A look of kindly promise yet.

Thou bring'st the hope of those calm skies,
And that soft time of many showers,
When the wide bloom, on earth that lies,
Seems of a brighter world than ours.

—Bryant.

The North Carolina Teachers' Assembly

Twenty-Fifth Anniversary

CHARLOTTE, JUNE 16-19

To the Teachers of North Carolina:

Charlotte! June 16-19!! Twenty-Fifth Anniversary!!!

The thoughts of every North Carolina teacher ought to be turned toward this place, this date, this occasion. Later your footsteps ought to follow your thoughts. Why? First, The Program; Second, The Place; Third, The Occasion.

THE PROGRAM will be interesting, instructive, helpful. Educational authorities will discuss definite problems in a definite way. Among the speakers will be: Robert B. Glenn, Governor of North Carolina; J. A. Matheson, President of the Assembly; P. P. Claxton, University of Tennessee; O. T. Corson, Editor of The Ohio Educational Monthly; and Charles W. Kent, University of Virginia.

Some of the subjects of discussion are: By Mr. Matheson, "Twenty-five Years of the North Carolina Teachers' Assembly;" by Mr. Claxton, "The School and the State," "The Relation of the Primary School to the Home," "The Relation of the Primary School to Later School Life," "The Primary Teacher's Preparation;" by Dr. Corson, "Schools and People of Other Lands," "The Superintendent's Authority," "The Teacher's Freedom," "Some High School Problems;" by Dr. Kent, "Friends and Foes to Education," "The High School and the College," "The High School and Community Life."

The Woman's Betterment Association will meet with us.

THE PLACE is one of the most interesting cities in the United States. Charlotte was named "The Hornet's Nest" of the Revolution. It is now called "The Queen City." It is a splendid type of the modern American city, with a glorious historic background. In Charlotte you will see:

The Monument to the Signers of the Mecklenburg Declaration;
The Monument to the brave Lieut. William E. Shipp;
The United States Public Building and the United States Assay Office;
The Carnegie Library; The Presbyterian College; Elizabeth College;
The place where Cornwallis had his headquarters in 1780;
The place where Washington stopped in 1791;
The place where Jefferson Davis heard of the death of Lincoln;
Near by are the battlefields of McIntyre's Farm, Cowan's Ford, King's Mountain;
The birthplaces of Andrew Jackson and James K. Polk.

Charlotte is a hospitable city and will do everything possible to make the teachers' stay pleasant.

THE OCCASION ought to appeal to every North Carolina teacher. Nearly 1,000 teachers will be there. You will meet many old friends; you will make many new ones. You will need the recreation. The best recreation is a change of scene and associates. It is your Assembly and you ought to support it. The Teachers' Association in the State of Washington has 3,900 paid members; ours has 650. Think of it! Now let us all pull together on this twenty-fifth anniversary and bring our number up to Washington's.

The **MAY** number of the *North Carolina Journal of Education* will tell you all about the Assembly. Be certain to get a copy.

In the meantime write to the Secretary for any information you may desire. And—meet him at Charlotte!

Yours truly,

R. D. W. CONNOR, SECRETARY
Raleigh, N. C.

High School Work in North Carolina

By E. C. BROOKS, Trinity College, Durham, N. C.

In order to form a better idea of the nature of the work done in the high schools of the State the editor of the JOURNAL sent out blanks to over 500 schools in North Carolina that were reported to be doing one, two, three or four years of high school work. Replies have been received from over half of these schools. The results are the best argument yet in favor of the State's encouraging high school work in every way possible. Many of the local tax schools report that they are not doing any high school work, that before the tax was voted the length of the term was so short that no students ever completed the public school branches, that only a very few ever remained in school long enough to reach the highest grades of the grammar school. From the reports it would appear also that the grammar school is so burdened with adopted texts that a school employing one teacher will not be able to complete the entire list of subjects in the time allotted for the most favored student.

A BAR TO EDUCATION.

The first question to be answered is, What must the grammar schools do in order to prepare students for high school work? We must recognize this fact that every high school in North Carolina except a few private ones, is the outgrowth of the grammar school, that the grammar school subjects are arranged first, and after these have been completed the course is lengthened upward provided the students remain in school. The subjects then in the grammar schools should receive very careful attention in order to facilitate the high school work. If the teacher is inexperienced and is ignorant as to the best course to follow, he or she may spend years in going round and round in the grammar school, holding the students down until they are too old to enter the high school.

Let us notice what the grades below the high school contains in the way of text-books: 5 readers, 3 grammars, 3 arithmetics, 3 physiologies, 2 North Carolina histories, 2 United States histories, 1 civil government, 1 speller, 1 agriculture, 2 geographies, and drawing books and copy books. In addition to these there is a supplementary list containing 21 books that may be adopted. Twenty-three books required and twenty-one more that may be required. When we realize that the student has not completed but three of these books when he reaches the fourth grade, we can have some idea of what the inexperienced teacher is "up against" when she tries to guide the classes through such a labyrinth of texts in four years more. All teachers should study carefully the course of study prepared for the public grammar schools, and not try to cover

all the texts before the students enter the high school. The grammar school should do this much well: Teach the child how to read understandingly, to write a composition or a letter and observe the simple grammatical rules for the use of good English, a working knowledge of fractions, decimals and percentage, to analyze a sentence and to know the parts of speech and their position in the sentence, to have some intelligence as to the history and geography of his State and nation, and some appreciation of nature at different seasons of the year.

ONE YEAR HIGH SCHOOLS.

Reports that have been received from about 100 local tax schools, thirty of which have been converted into State high schools, show these schools to be doing only one year or a part of a year of high school work, for the greater part of them are still trying to complete the public school studies in the high school years. The one-year course consists, as a rule, of Latin grammar, algebra, English history, grammar and rhetoric and usually some science, either physical geography, agriculture, or physics. Only one instance of a modern language, and this French. Practically every school has a library and a large number of them have literary societies and report good membership. The number of students in this one-year course would indicate that the course will be extended upward as those students advance. The State high schools as a whole have more students, due, it would appear, to the large territory from which the schools draw. It was noticeable that in several of these, the number of students in this one class number as many as 40 and 50 students, while in the local tax districts that did not have the State high school the number was usually very small, sometimes only one or two, as a rule though they number eight or ten.

It is a noticeable fact that students are advanced further in mathematics and English grammar than in any other subjects. In fact, the advancement is all out of proportion to the progress in other subjects. For instance, it is not unusual that students have completed algebra and plane geometry in this first year. Now, one of two things is certain, either the students know very little algebra, or else too much time has been spent on this subject to the serious neglect of other subjects more important. It takes about a year of nine months to cover the four fundamentals in algebra (that is, addition, subtraction, multiplication and division), factoring and fractions. That is, if the teacher uses a good high school algebra. It will take another year of good work to complete the book. It is true that

a part of plane geometry may be studied by grammar school children, but solid geometry should not be undertaken unless the teacher has about four years to devote to high school mathematics.

Another noticeable defect in this one-year course is the presence of rhetoric. There must be a dozen different texts in use in North Carolina. The most common, however, is Lockwood & Emerson's. It is not hard to find a reason for introducing rhetoric here, however much it is out of place; for the three texts on grammar adopted for use in the grammar grades certainly gives the teacher some grounds for crying, "Hold, enough!"

Lockwood and Emerson's Rhetoric is hard enough for college work. In fact, there is no need for a text in rhetoric before about the fourth year, and then it should deal more with composition and less with technical rhetoric. But what shall we put in its place? There is one thing especially that should be substituted, and that is literature. Not a text-book giving the history of English and American writers, but real literature, such as *Ivanhoe*, *Lady of the Lake*, *Evangeline*, *The Great Stone Face*, *Vision of Sir Launfal*, *Vicar of Wakefield*, *Silas Marner*, *Courtship of Miles Standish*, *Deerslayer*, and the short poems of American and British writers.

More time should be devoted to composition work. Real composition, not a Friday afternoon exercise, but a regular classroom exercise. This subject together with literature will be discussed in the next issue.

The first year of the high school should contain as much life as possible, and it should be well organized. Begin Latin if possible a half year before algebra. Devote about two hours a week to English grammar, three to literature and one to composition.

TWO-YEAR HIGH SCHOOL.

Of course the largest number of schools doing high school work are at present doing only one year's work. This is natural, owing to the fact that many of these schools have recently voted the tax and the course has not yet been worked out. About one-fourth of the reports are from two-year high schools. Here we find more order and system. There is a striking similarity in all their courses. It would appear that a large per cent of these were one-year high schools last year, and from the number of students reported, it will be some time before many of them will ever do a higher grade of work. About twenty-five of these are State high schools.

The course is about as follows:

English.—Grammar first year, rhetoric first and second year. About half of these report that they are teaching part of the college entrance requirements in literature. The other half report no literature at all, and very few give mention of composition work except that covered by the text-book. A small number of schools introduce in this year a text-book on history of litera-

ture, which of course is out of place, literature and not history of literature is the thing desired.

Mathematics.—This subject seems to be very well advanced. For about half the schools report that algebra is completed in this year and two or three books of geometry are taken. To do this well, algebra should be introduced in the sixth grade, which is too early.

Latin.—Practically all report a year's work on the grammar and one, two, or three books of *Cæsar*. It is noticeable, however, that only a comparatively small number of students are studying *Cæsar*. Three schools report Greek.

History.—The usual subject is English history. Many go from this to North Carolina history, or United States history. A large per cent take next, however, ancient history.

Modern Languages.—About a dozen schools report one year of French.

Science.—This subject, as the reports show, is without organization. About one-fourth of the schools are trying to teach physics, but without any laboratory whatever; but physics, chemistry, botany, agriculture and physical geography all bid for recognition. Physics, however, takes the lead with physical geography and agriculture next.

This subject should be studied with more care. There is a way to provide laboratories without much cost. Both the college men and the public school men should be a unit as to what science shall be emphasized in the high school, and what work the college will recognize. The colleges are largely to blame for a lack of system in this department. Not the spirit of the colleges so much as the heads of the departments, for not coming to some understanding about what will be accepted from the high schools. At present they accept nothing. It is not uncommon to hear the heads of the science department in the colleges say that they prefer all their students to study no science at all before entering college. This is a wrong standpoint. There is a science that can be taught in the high schools and should be taught, regardless of what the colleges say. The attempt is being made, as it should be, and if not a success and acceptable to college men, the colleges are to blame. Here is one point where the high schools are trying to render a service to the community in which it is located, while the colleges not only do not help them go aright, but even stand in the way of their going at all.

THE THREE-YEAR HIGH SCHOOLS.

The three-year high schools show unmistakable signs of better organization, better correlation of studies, and a far better understanding of the relative value of studies. Reports from over fifty such schools have been received, twenty-six of these are State high schools, the others are graded schools. They show that they have years of growth behind them. This is especially noticeable in the teaching of English. The one and two-year high schools having been accustomed to

completing grammar in the grammar school, begin rhetoric the first year of the high school and in the second year usually take up some text-book on American or English literature. The three-year high schools have learned better. They have learned from experience to teach literature in the grammar grades and defer the more difficult parts of grammar until the first and second years of the high school and wait until the third year to introduce the rhetoric. The one and two year high schools should learn this lesson from studying the more advanced high schools.

This improvement is seen also in the studying of literature. The one and two-year high schools have not learned how to teach literature. It is very evident that no literature then is taught in the grammar school, hence the time spent in technical grammar. All the three-year high schools, however, with a very few exceptions, have fairly well arranged courses in literature. The teachers are learning to appreciate literature. This is one of the most encouraging features. It may be said also with a degree of accuracy that the reason the one and two-year high schools do not teach more literature is because the teachers themselves do not appreciate literature, hence they do not know what to do with it in the classroom. Add to this the prejudice of matter-of-fact parents against the poetical or anything that savors of the mythical or sentimental, and you have the real obstacle to deal with. Nothing but time and better teachers will overcome this obstacle.

Only a very few of the the three-year high schools use a text-book in the history of literature. It is generally conceded that such a text in the hands of the pupils is out of place. Literature itself and not the history of literature is the subject to be taught.

The amount of Latin read is usually four books of Caesar and four orations of Cicero.

In mathematics about half the number complete algebra and three books of geometry. The other half completes, as a rule, only algebra.

One feature is here to be noted with interest. Nearly every school teaches some science. About half of them teach physics. This subject seems to be growing in all the schools. As yet they have no laboratory. Only two schools report any laboratory at all. Chemistry and astronomy is found in two schools, botany in three, but agriculture seems to be the second strongest subject in science. A few report school gardens and practical work in this subject.

The usual course in history, i. e., English, ancient and mediæval, in order given, is the rule; only a few exceptions. Practically all have school libraries, only two of the number reporting no library.

Twenty report either French or German, the majority being in favor of French. As a rule, they report only one year. In four cases, however, they reported a two-year course, and in one instance a four-year course in French is given.

Greek is found in three schools, but only one year of Greek.

These results indicate great progress. Five years ago it was the exception if a school taught either a modern language or any natural science. Today it is the exception if it does not teach one or even both of these.

This is the type of school that must prevail for sometime to come in North Carolina. The small number of students in the high school must cause the teachers to so arrange their courses that the average student may complete the course in three years. This can be done very well by beginning Latin and algebra in the seventh year or last year of grammar school. By beginning Latin in the first half of the seventh year and algebra in the second half, three more years of high school work will meet all the requirements for sometime to come. A student graduating from such a school can present about 13½ units for entrance into college, and avoid the danger of doing one year of work in the high school that is repeated in the Freshman class of the college.

FOUR-YEAR HIGH SCHOOLS.

Under this head there are only a few schools that have made reports. There are no State high schools to be found in this class, and only four or five graded schools. The strongest four-year schools are the private schools. There are possibly fifteen such schools in the State. This, it seems to me, is the field for the private high school. The one and two-year high schools are in the majority. If the private schools strengthen their work they will be the gainer by the establishment of these high schools.

The work outlined for the four-year schools usually covers all the college requirements in English, Latin, mathematics, and history. Physics is the science presented and usually with laboratory. French is the modern language given, usually two years. In a few instances German is elective. In four schools Greek is taught; in one, Spanish. They all have good libraries and emphasize the work in the literary societies. These schools stand for broad and liberal courses. They allow a wider range of electives than the other schools.

In studying the high school work of the State there are many things to encourage us. Certainly the old State is looking upward. The high school men should be better organized. It would be a great thing if the State Superintendent could call together the principals of the State high schools in an educational conference at least once a year. They could be taught to avoid many of the mistakes they are now making. I believe one reason for the better organization of the three-year high school is due to the City Superintendent's Association, which meets once a year and discusses these very troubles that the one and the two-year high schools are now having. There is much progress, but the greater part of this is in a material way. By better organization and frequent consultations the spirit of these high schools will keep pace with the material advancement.

What the High Schools Are Doing

Rowland is to begin a new building soon.

Burlington has a good lyceum course under auspices of the school.

Lucama is erecting a \$6,000 building. It contains a large auditorium.

Cornet High School, Yadkin county, has introduced a commercial department.

The students of Clinton High School present two plays during the year at the city opera house.

The Robersonville, Pitt county, high school celebrates arbor day. Prof. John D. Everett is principal.

Pendleton High School, Northampton county, gives public gymnastic exercises every Friday afternoon.

The Principal of Knap of Reeds High School has a public lecture once a month for the benefit of patrons and school.

The Fallston High School, Cleveland county, is planning to add a dormitory to accommodate the boarding students.

The supervisor of music of the Asheville schools devotes 20 minutes each morning to chorus work in the chapel.

Marven, Anson county, is preparing to build an \$8,000 high school building. One of the State high schools is located here.

Pilot Mountain High School building was destroyed by fire the last of January. This was one of the State high schools.

Since Spring Creek School, Madison county, has been converted into a State high school they have 25 boarders in the community.

Salisbury has a gymnasium and a special instructor in physical training. Charlotte has an open air gymnasium for each school.

Southern Pines High School has just moved into their new \$10,000 building. They have a good course of study. Good results should be forthcoming.

The Goldsboro schools have recently added a drawing teacher. Drawing is now taught throughout the school. The Webb & Ware system is in use.

Prof. L. T. Royall, writing of his work in the Benson State High School, says: "We will have quite a number of county teachers in attendance after March."

Jamestown has just completed a \$6,000 high school building. Kernersville High School has

moved recently into a \$10,000 building. It was completed January 1st.

The Bethel Hill High School, Person county, has just moved into its new high school building. Principal A. L. G. Stephenson says the people are enthusiastic over the school.

Principal Henry M. Loy, of Jacksonville, writes: "We are having the most successful year in the history of the school. We have recently added a music department."

Dover is planning to erect a new high school building soon. This has been made necessary owing to the growth of the school since the State established a high school there.

In the Mount Airy High School society work is made a special feature. Each pupil debates regularly every two weeks on assigned subjects, which are usually of an historical character.

Three years ago the income of Glasgow School, Mecklenburg county, was only \$125. The income now is \$408. A special tax makes the change. It has brought a new house, a good library, and a school improvement association.

Many teachers do not teach English grammar at all in the high school. They say they prefer to teach English grammar from a Latin grammar. There are usually two bad results: one, the child is slow to learn English, and backward in learning Latin.

Prof. E. P. Davis, of Oak Grove, Franklin county, in reply to the high school blanks sent him writes: "Ours is just an ordinary public school with the highest average attendance ever known. The people are taking a great interest in the school."

Prof. L. L. Hargrove, principal of Lumber Bridge High School, writes: "We have an athletic association, a race-track and a flower garden. Manual training is given to the entire school. Likewise vocal and instrumental music and drawing."

At Cherokee, Swain county, the U. S. government maintains an industrial school for the Indians. "Its object," writes Superintendent Harris, "is to take the Indian children and give them the elements of an English education, and at the same time, fit them for home building."

The pupils of the East Durham High School have organized for the purpose of keeping up the attendance and school spirit. Four rival companies with duly elected captains and lieutenants contest for the privilege of having a program, consisting of recitations and a discussion of current events. The award is made each Mon-

day to the company that had the best attendance the week following.

Supt. A. B. Stalvey, of Pittsboro, writes that his school has a Betterment Association of 50 members, and that it "is very enthusiastic, and is doing a splendid work." Superintendent Griffin, of Salisbury, says that all the students of his school are members of the School Improvement Association.

"Agriculture is taught in all high school grades in the spring term. Practical work out of school hours in school garden. Botany is taught in spring term, two recitation a week, after school hours," says Professor Harlee McCall, Principal of Philadelphus (Robeson county) High School.

The Iotla High School, in Macon county, has a library club. Miss Elizabeth Kelly, the principal, says: "This club is raising funds to increase the size of the building. It has obligated to buy an organ for the school, and it has done more in the way of general improvement of grounds than any other force."

Prof. W. J. Sloan, of Rose Hill, writes: "We began in 1906 in a small, uncomfortable building. Now we have a nice three-room modern building on an acre square. The school has an improvement association. We have set out a hedge about 40 rods and about 50 maple trees. This is only a beginning."

At Nebo, McDowell county, the authorities are erecting a 25 room dormitory to accommodate the students who come from a distance. This is a State high school, and this is a very significant move on the part of the school authorities. Superintendent Giles writes: "We are sure the results will be far reaching."

Prof. M. L. White, of Cliffside, Rutherford county, in writing of his school, says: "We have a \$2,000 house, patent desks, silicate blackboards and a supply of 54 new desks to put in. We have 215 pupils enrolled and a good average. This is one of the nicest public school buildings to be found within a radius of fifty miles."

The Pleasant Garden State High School, of Guilford county, uses the newspapers. A review of the news as gathered from the daily press is given at close of school by students. Leading papers and magazines are taken by the school. This school encourages literary work also. All high school students not members of literary societies speak before school once every two weeks.

To those who teach in our cities and towns, we suggest that you have your advanced pupils study at first-hand the city charter and all phases of the municipal government. Let each pupil understand the workings of each department of the city's affairs, and let them give all of its officers with their duties. By the way, are you familiar with these things yourself?—*Arkansas School Journal*.

Education in Wilkes

By C. C. Wright

FRIDAY, JANUARY 10.

1:30 P. M.—Devotional Exercises.

1. The Five Fundamental Principles of Arithmetic.—W. T. Comer, J. L. Padgett.

2. Ratio and Proportion.—A. J. Foster, M. F. Bumgarner, J. S. Elliott.

3. The Duties and Responsibilities of Teachers.—J. L. Padgett, Winstou-Salem Business College.

7 P. M.—The True Purpose of an Education.—Dr. Geo. T. Winston, A. & M. College, Raleigh.

SATURDAY, JANUARY 11.

9:30 A. M.—Devotional Exercises.

1. Fractions and Percentage.—E. G. Settlemyre, W. G. Coletrane.

2. Essay.—Miss Mattie E. Sale.

3. Spelling.—C. F. Fields, U. A. Miller, W. C. Crisp.

4. Essay.—Mrs. U. A. Miller.

5. Question Box.

6. Announcements.

7. Address.—F. P. Hobgood, Oxford Female Seminary.

12 M.—Closing Exercises.

This was decidedly the very best meeting of the Association yet held. Over one hundred teachers were present, and the large court room was nearly filled with visitors and spectators. Much good was accomplished, and the teachers went away filled with inspiration and a determination to do more for the cause in the future than in the past.

Our schools are the best in their history. One school reports 104 on census roll, 103 enrolled in school, and a daily average attendance of 89. We have offered a nice banner to the school which makes the highest percentage in daily attendance, and a collection of Perry pictures to the school second in the race. We have prepared and sent out to the teachers examination questions for the final examination. These questions are for the fourth, fifth, sixth and seventh grades. We are sending promotion cards to all who are promoted from one grade to another. We are giving reward of merit cards to each of the two pupils in each school in the county who stands highest in diligent attention to studies, deportment and scholarship.

The Woman's Betterment Association has offered a large wall map of the United States to the school which makes the greatest improvement in house and grounds. Practically all of our teachers signed a pledge to make every effort possible this year to secure funds for a library, to put in desks, to buy a bell for the schoolhouse, or to procure a supplementary library, and I am glad to say that the most of them are leaving no stone unturned to redeem this pledge.

We are placing on an average one and two libraries every week, the total to date being 85. Our teachers also pledged themselves to do all in their power to secure the adoption of the local tax system for their districts, and I am pleased to say that they are working nobly at it. We now have four elections pending, and the matter is being agitated in a dozen other districts. We have now 30 local tax schools in the county.

Oral Composition in the High School

Oral composition should find a prominent place in the English work of the high school. There are very few schools in the State doing high school work that have no library. This should be a very valuable aid to English work. Once every week the teacher should assign subjects or themes to the class, to be presented orally. Instead of having a written composition or a reading lesson, the teacher could select from the library some story, *Rip Van Winkle*, for instance, that is, if the story has not already been studied. Assign the story to the class to be read carefully. They may all read it together, or separately. More life would be developed if they should read it together. After this has been done assign to the members of the class different subjects to discuss on class. The following subjects might be taken from the story:

1. The Dutch settlement along the Hudson.
2. Character of *Rip Van Winkle*.
3. *Rip's* home life.
4. Life in the village.
5. *Rip's* long ramble.
6. The changed appearance on his return.
7. The village inn.
8. *Rip* meets his daughter and returns home.
9. The *Rip Van Winkles* today.

These stories should be told in a conversational manner on class and the students should observe choice of material, the natural order, logical sequence, and related material. After each study the class should be called on to discuss it, incidentally criticising the story told. Such exercises develop the power of expression and logical and continuous thinking. In presenting the composition orally, with no aid except a written outline, the student can present much more material by bringing in a larger number of related details.

For instance, the first subject, the Dutch settlements along the Hudson, might contain much interesting information taken from history or other literature, and students will be encouraged to investigate. In many ways, such composition work is more valuable than the written composition. In fact, it is necessary before there can be much written composition work.

Such training gives the student a command of his own language which is helpful and even necessary in all high school work. It encourages the student to read and to investigate, and there is not that drudgery that is found in written work. However, written work is very essential. In fact, there is not enough of it done. Students entering college do not know how to write, as a usual thing. This oral work will aid them, for the mere mechanics of writing becomes very easy when the student knows exactly what he wishes to write, and has his material at hand.

Memorizing poems and good prose selections is another form of oral work that should be encouraged. It is too frequently the case that this is neglected in the high school.

Miss Florence Seely, in *American Education*, says: "I claim for our oral work that it gives the pupil a degree of self-possession not attainable by any other form of our high school work or play. It accomplishes this by compelling him to digest and assimilate the ideas he receives from any source; by helping him to see the vital parts in his reading and to arrange his own thoughts logically; and by giving him respect for his own ideas, since he finds them interesting to others.

"In the second place, it trains the ear of the pupil to the recognition of harmony and rhythm of expression as no amount of silent reading nor writing can possibly do. Again, in this lies our greatest hope of improving the conversational taste; for satisfactory oral work demands the practical use of all material gained, stimulates the acquiring and shaping of new material, requires greater quickness of thought than is necessary for the use of the pen, and accustoms one to the sound of his own voice and the use of correct language—all of which are fundamental qualifications of the ideal conversationalist.

"I think I am not going too far, either, in claiming ethical as well as educational values. Does this part of the class program emphasize to the pupil his duty toward the other fellow? Must he not realize that carelessness in the debate or dissertation is not only doing wrong to himself, as in the case of written work, but is defrauding his classmates of assistance or pleasure, which they have a right to expect from him? Is it not this exercise in one form or another, one of the greatest incentives to the right kind of rivalry and school spirit? Here, if anywhere, can we make the classroom platform the companion interest to the athletic field; place mental rivalry above physical contests."

People talk of liberty as if it meant the liberty to do just what a man likes. I call that man free who is able to rule himself. I call him free who fears doing wrong, but fears nothing else. I call that man free who has learned the most blessed of all truths,—that liberty consists in the obedience to the power, and to the will, and to the law that his higher soul reverences and approves. He is not free because he does what he likes; but he is free because he does what he ought and there is no protest in his soul against that doing.—*F. W. Robertson*.

The modern high school is the poor boys' college, and when conducted along right lines will furnish him with the essentials of an education.

Writing in the Primary Grades

By Clara R. Emens

FIRST YEAR.

The child's first training in writing is exceedingly important. It is foundation work. The early impressions are difficult to overcome. Actual test proves that the child naturally holds material well and assumes good position of body. Incorrect position and bad writing habits are formed during the child's school life. He does little, if any, writing before he begins school. If he is allowed to write small on spaced paper or slate with hard pencil, in a very short time he will grasp the pencil tight, lean over his work, have the eyes too near the paper and do the work in a way to cause great physical strain. He will be fixing habits that must be overcome sometime in his grade work. A skilled writer may use the fingers to add finer touches to his work, but this is too difficult for the little child.

Psychologists emphasize that in training the child to write we must begin by leading him to control larger muscles. It is said that "At first the arm is capable of very few movements, the elbow of one, and the fingers of none." It therefore follows that it is easier for the child to use large material and write large. Writing on blackboard or on unruled and unglazed paper with wax checking crayon or soft pencil is giving most excellent satisfaction in the many places in which it has been adopted. It is well to continue the large writing through the first year.

The daily writing period should not exceed ten minutes, and such period should be given to *training in writing*, not word development, information gathering or a drill in language. Since large writing is easiest for the child it is well to begin with blackboard writing.

Divide the blackboard in sections wide enough for a word. Place an eraser and a half stick of crayon on molding in each section. Have pupils go to the board. Give definite directions as to crayon holding. (See Fig. A).

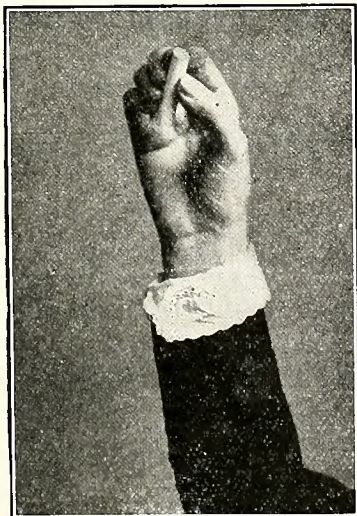


Figure A.

The easiest, most natural movement of arm will produce a vertical stroke. The children should be led to write as well as they can the style that is easiest for the average child. The teacher should use such style as a model. Write a word that the children know. Lead them to see the word as written. Erase. Have them write the word. Teacher writes the word again. Children compare their written word with the teacher's. Teach the children how and when to use the eraser.

It is better to write one word for several lessons than to write several words in one lesson.

The transition from writing on the blackboard to writing on paper should be very easy. The action of the arm should be the same. Part of the class may be writing on paper while others are writing on the board. (See Fig. B).

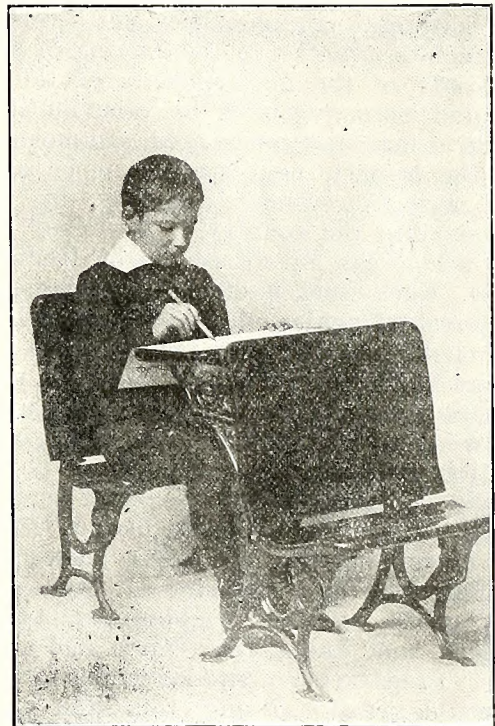


Figure B.

The teacher writes the word on paper, then holds the paper before the children, directing their attention to the grouping of the letters in the word and the space before and after the word. She puts her paper down and then quickly writes the word from memory. She then holds the paper before them. They compare their work with the teacher's work. They write the word again, but better than the first time.

In a few weeks children can easily write a word two or three times on a line (imaginary line, for paper should be unruled). The children are interested in thinking of the letters as people, the words as families, the space between words a playground and the space between lines, a street.

The children at the end of the first year should know how to make all small letters and figures

(Continued on Page 12.)

Laboratory Work and Physical Geography

(From Report of Committee of College Entrance Requirements)

Field and laboratory work should receive emphasis in every high school course in geography. So far as practical, the lectures, discussions and recitations should be related to such work. Notebooks should be carefully kept, but their importance should not be emphasized in an artificial way. It is possible for a pupil to make a handsome notebook while entering little into the spirit of the subject.

Field work during the open season should take the place of at least half of the laboratory work, if conditions allow. It must not be forgotten that the field is from one point of view, an out-of-door laboratory. The teacher must plan the work according to circumstances, but it certainly should include practice in the making of sketch maps, study of the developments of the land forms, and observation of the distribution of plants on a small and varied area. In most cities except the largest, field study can be accomplished without serious difficulty by short excursions into the country. (Certainly every country school can have these out of door observations.) Such work is strongly recommended. The interest attaching to such trips will frequently enable the teacher to place them in afternoons and holidays. Field work has been undertaken with favorable results in Buffalo, Chicago, and elsewhere. The report of the Chicago committee for preparing a syllabus in physical geography includes a valuable list of such possible trips for the use of the teachers of the city. Eleven excursions are scheduled, naming the phenomena to be seen and studied. It includes stone quarries, streams, boulders, and glacial topography, sand dunes, lake shores, and a large museum. Preparation of similar guides for other cities would greatly advance this kind of geographic study. Chicago is not an exception. An equally important group of facts is assembled in the vicinity of nearly all cities. Certainly near every country school.

Laboratory work is comparatively new to the schools at large, and hence suitable manuals or outlines are few; but sufficient bodies of suggestions are at hand for good beginnings. One member of the committee has contributed the following, which is here included, not as a specific guide, but by way of formal suggestion. (Figures in parentheses indicate the number of hours for each exercise).

1. Cause of day and night, and extent of sunlight over surface. (1).
2. Determination of latitude, north and south line, and high noon. (1).
3. Determination of difference of longitude by sending watch. (1).
4. Findation variation of local and standard time. (1).

5. Making maps on different projections. (4).
6. Study of ocean current maps. (1).
7. Study of tide charts. (1).
- Study of map of the world, showing heights of land, and depths of sea. (2).
8. Difference in temperature between the top and bottom of hill. (1).
9. Finding height of hill or building by barometer. (1).
10. Determination of dew point. (1).
11. Making isotherm and isobar maps from furnished data. (4).
12. Study and reproduction of weather map. (1).
13. Predictions from weather maps (written with reason). (2).
14. Observations of rainfall, temperature, and velocity of the winds.
15. Determination of the amount of snow fall and the amount of water produced by an inch of snow. (1).
16. Observation of ground temperatures, depth of frost, etc.
17. Making contour and hachure maps from small models. (2).
18. Drawing cross sections from contour maps. (4).
19. Written description of models. (4).
20. Picture reading, map reading (written description). (4).
21. Reproduction of contour maps in hachures. (1).
22. Making map of small area in neighborhood. (1).
23. Planning of journey, with study of country to be seen. (4).
24. Determination of amount of sediment carried by a stream. (1).
25. Study of rocks and minerals. (10).
26. Study of erosion by sprinkling pot. (2).
27. In fall, four excursions, one a week. (8).
28. Four excursions in spring. (8).

Writing in the Primary Grades

(Continued from Page 11)

and as many capitals as necessary for other written work. They should know how to arrange the work well on the paper, where to begin each letter, how to group the letters in a word and the words in a sentence.

While the children have been gaining power to write well, they have been developing habits of order, self-dependence, memory, concentration, and accuracy.

Rutherford College has opened its new library. This is the gift of Mr. Carnegie.

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Volume II. MARCH. Number 7.

Do your students analyze and parse the literature they read? Don't! Let the author's bones rest in peace.

How about that rhetoric? Be sure that the student knows how to read and write before it is placed in his hands.

Elizabeth City is planning to build a \$40,000 high school building. She was slow to move, but she is now moving with great strides.

Gentlemen, did you ever stop to think that the grading of your school has something to do with the small number of students in the high school.

Remember that students in the high school should know how to read and write. Don't let arithmetic be the sole criterion for admission into high school.

What do you mean by saying that only a few students have completed the public school studies? Remember that it means more than parsing and working percentage.

Benjamin Franklin got his ability to write by reading Addison's Spectator and trying to write like that. More literature and less rhetoric will produce better rhetoricians.

Once there was a teacher who had his student to criticise Shakespeare and to parse the Lord's Prayer. Of course this teacher died early. Such a conflict with nature will destroy any man.

So many high schools spend five recitations a week on Buehler's Grammar. Why, this is simply language murder. Try two hours a week with Buehler and devote the remainder to literature and composition.

A student will learn more language from "The Sketch Book" or "Evangeline" or the "Great Stone Face" than from any text-book on language or grammar, if you enter into this literature with the right spirit.

Don't put the students in Pancoast's literature or anybody else's literature until the students have read enough of the literature to know what the book is saying, and very few high schools in North Carolina teach enough literature to warrant the use of this text.

It is a pleasure to note that Supt. I. C. Griffin, of Salisbury, who has been in the hospital since November, has returned to his work much improved in health. The Salisbury schools have prospered under his superintendence and his return to school work is met with much pleasure.

Oak Ridge township, Guilford county, two years ago voted a tax on the entire township. Every building in the township is new, and the chairman of the committee, in making his report to Superintendent Foust, says, "In my opinion better work is now being done than at any time since the Civil War."

Notice this, in many schools not 15% of the students are in the last three grades. This is bad, but listen: in many instances only 1% is in the graduating class. Why does only one out of every hundred children complete your course? Something is wrong with your course or with your teaching, probably both.

The language of the average school boy is very inadequate to the needs of modern life, yet we spend practically all of the work in English in analyzing and parsing sentences not his own—sentences that he will never use—instead of teaching him to make sentences of his own. This can be done only in the proper language work—good reading, good story telling, good writing. Analyzing and parsing are a small matter in comparison to those three.

Mr. Superintendent, are you wearing the life out of your school with reports and routine and red tape? Are you requiring the teachers to spend a large part of their time making long detailed reports to you daily, weekly, or monthly? If so, the teacher is teaching you and not the children. Are you very much in love with your syllabns? It may be a fine thing. In all probability it ought to be framed. Think about this carefully, do you require the teachers to study it more than they study the children?

In many high schools of the State the students publish a high school magazine. This movement can be recommended most heartily for several reasons. It creates a finer school spirit, it affords students an excellent opportunity for training in effective expression, it gives reality to composition work, it gives the students styles in writing, it trains the students to express their real thoughts and feelings. There should be published in every high school of considerable size a magazine, and all pupils should be invited to contribute.

The Executive Committee of the Teachers' Assembly has made a good selection, and the teachers of the State will be glad to go to Charlotte. This should be a great meeting. There are so many things to discuss, so much work to plan, so many resolves to make. Then, many new forces have entered since the Assembly met two years ago. As the old Jew used to go up to Jerusalem once a year to have the law explained to him, so every teacher should once a year go up to the Assembly to have the law explained, the improvements pointed out and the reforms made clear. By thus coming together we make progress.

There is no reason why the schools should not introduce literature in the grades. Classics, edited by the best scholars, can be bought for 15 cents apiece. See Houghton & Mifflin's advertisement on another page. Supplementary reading in different editions may be bought at reasonable prices from American Book Company, Macmillan Company, D. C. Heath & Co., B. F. Johnson Company—all of whom have made special efforts to supply the schools with the best literature at reasonable rates. Many schools, notwithstanding, do not teach literature, but grind away at grammar and rhetoric, while the students learn to read but indifferently and have no appreciation of literature. These things should not be.

Dr. Edwin Mims, of Trinity College, has organized a literary club to foster and promote the art of writing among the Trinity students. This club is now over a year old, and the members have really done some literary work worth while. Original essays, stories and poems are presented by the members, and frankly and freely criticised. In addition to this, the latest and best books are commented on. This is giving real life to the study of literature. What subjects are timely, what style is interesting, how to present ideas in a readable manner are subjects that can be taught. The great defect in a large part of the composition work in the schools of the State is a mechanical repetition of the thoughts of others. Frequently one composition will be a mosaic of no style in some places, and a combination of several distinct styles in other places, depending upon what authors were consulted, and if it is written without consultation it is generally freighted down with a number of grammatical and rhetorical mistakes, that makes the meaning obscure and the matter useless. English can be taught.

Give Department of Education More Power

The conduct of certain teachers who have been degrading the teaching profession for some years by writing the title "Professor" before their front names, should debar them from teaching again in any community in North Carolina. If they were public school teachers their license would be revoked. One may be unable, however, to secure a public school certificate, yet he can parade himself as an educator in the capacity of private teacher, and do business wherever he can inflict his infamous character upon the credulity of honest folks. Such is our law. The State has thus far failed to pay heed to any education that is not paid for out of public funds. So lax are our laws in this respect that even a convict, after years of debauchery, after trailing his slimy character through community after community, dividing the people, debasing its youth, and destroying its homes, may return again to some other community whither his infamy has not already penetrated and open a private school. This has been done time after time, and there is no authority that can be invoked to estop such a man from opening a private school.

A quack doctor, a shyster lawyer, a fallen minister of the gospel, who still persists in inflicting his services in a professional way upon the pub-

lic, does so under the shadow of the penitentiary; but a debased human being may envelop himself in the mantle of teacher, glide in among unsuspecting folks who are going about their regular daily affairs, and pollute the whole community with perfect professional impunity. Such is the anomalous condition of our institutional life.

If the State is not yet ready to license every teacher, whether public or private, it should go this far and make every applicant prove at least that his character is above the criminal class and that he or she possesses the rudiments of an education, and when any teacher, public or private, is guilty of criminal conduct, he should be debarred at once.

The Commissioner of Education of New York is at this time considering a case which has gone up on appeal, as to whether he shall revoke the license of a teacher for breaking his contract with his board of trustees. These irregularities affect honor and character and the State has a right at least to say how low the standard of honor and character of its teachers shall be. It makes no difference whether it is a public school or a private school, whether it is a State high school or a private academy, whether it is a State college or an endowed college. The influence of these institutions in all of its ramifications is so far-reaching and so vital, that the State owes it to every rising generation to exercise some kind of supervision over its educational institutions, and every institution that is teaching the youth of the land for citizenship is, in the broadest sense, a State institution, and the State should know what it is doing.

The Report of the Grand Jury

A few years ago Judge O. H. Allen, in his charge to the grand jury, stated that it should report on the condition of the schoolhouses in the county. Judge Allen has repeated this charge from time to time, and it is a significant fact that the report of grand juries have in some instances awakened the public sense to a need of better buildings for the children. Recently, however, the grand jury in a certain county has gone even a step further than this, and calls attention to the fact that the county superintendent is not visiting the schools as frequently as he should, and recommends that he give more time and attention to that work.

Whether the superintendent is neglecting this part of his duties or not, we do not know, but it is encouraging to find such an expression from a

grand jury, for it indicates that the people are on guard for the best interest of their schools, and that public sentiment is rapidly coming to the point where it demands all the time and attention of the county superintendent.

A few years ago the county superintendent in many counties was not permitted by his board to visit the schools, even if he were so disposed. It required a ruling of the State Superintendent that the law was mandatory, and a plain letter to the members of the board of education before the superintendent could visit the schools. This has changed very materially. Now the people are demanding better supervision.

After all, why should the grand jury not report on these things? Certainly the care of the children are as important as the care of the convicts, and the inspection of the schoolhouses are as necessary as the inspection of the courthouse, jails and poorhouse.

"I Did Not Get My Journal."

It is unusual if a few letters are not received each week from teachers and superintendents, complaining that "I did not receive my JOURNAL last month," or "I have received only two copies this year." It is sometimes the case that the address of the writer is not the address sent in to this office with the subscription. It seems that in some instances the teachers changed their address after subscribing and failed to notify this office.

It is a general complaint, not only in this State, but in nearly every State, that the mails or the postoffices are very careless, so much so, that a committee has been appointed to present this complaint to the Postoffice Department. In some instances the postmasters do not even open the packages that contain a number of JOURNALS in one bundle. Again we have received notice from postmasters to discontinue the JOURNAL to certain names, claiming that the JOURNAL is not called for, and along with the same mail come complaints from these teachers, showing that the paper was not delivered as it should have been.

When you change your address, notify us of the change. Insist next on your postmaster giving you your JOURNAL.

A Loss in the School Fund

Under Section 5, Article IX of the Constitution of North Carolina, all fines, forfeitures and penalties are appropriated by the Constitution to

the public school fund of the county. The Supreme Court has decided, in the case of *School Directors v. the City of Asheville*, that all such fines, forfeitures and penalties imposed by municipal officers for the violation of town or city ordinances, or for any other misdemeanors, belong to the common school fund of the county under this clause of the Constitution.

It is a fact that some of the towns and cities are now violating this section of the Constitution by deducting the cost of the trial from these fines and penalties. The Attorney-General has recently rendered a decision against this practice, saying:

"I am of the opinion that the practice resorted to by the police authorities is clearly illegal and absolutely unwarranted under the laws of the State as construed by the Supreme Court."

The State Superintendent says that he believes the school fund is losing several hundred dollars by this evasion of the law. He has sent out letters to county superintendents and county boards of education to investigate carefully all records of State, town, city, and other municipal courts, and of the justices of the peace, and to take such steps as may be necessary for the strict enforcement of the law, the collection of all fines, and the refunding of all diverted funds due the county school fund. They are directed to employ, if necessary, attorneys or expert accountants.

Formalism in Education

The history of education since the establishment of the first catechetical schools after the fall of Rome, has been one continuous reaction against formalism. Teachers have ever been prone to accept the text-book, its mere words and sentences, and chapters as the final subject for children to learn. With most teachers it has become a dogmatism, and so baneful has it been to education that only the few have had the patience and the perseverance to enter further than the mere portals of the temple of knowledge.

For the first thousand years after the fall of Rome, children were taught to memorize portions of the Bible in a corrupt Latin language, and later they learned to read the Bible if they survived the first attack of Latin. Child nature was not studied. It was a dogma of the times that what was poured in through the memory would in some way enter into the life of the child. He was not supposed to understand anything at first, and even down to the last analysis

there were only a few things that it could understand. The schoolmaster's diploma was the Latin Bible and the birch rod, a sort of nail and hammer. The subject was presented and then driven in.

All along through these years men of wisdom would rise up and denounce this formal method, but it made only a ripple on the surface.

The first great change came along with the reformation. Latin and Greek literature became popular, and the cry was, "Study humanity through literature." The only literature that spoke of humanity was the Latin and the Greek. This literature was introduced in all the schools. Soon, however, the interest in humanity died out entirely, the schools dropped down into a dead formalism again, studying the declensions, conjugations and grammatical and rhetorical structure of the Latin and Greek masters. Life again went out of the schools. The child was no longer considered in the equations, and the teacher settled down with the text-book to cram into the child's mind so many Latin and Greek rules, and this condition prevailed for two hundred years and more.

All along through these years men of wisdom would rise up and denounce this formal method, but it made only a ripple on the surface.

The next great change came along with the French revolution. It was a necessary accompaniment to the political revolutions of the 18th century. Stop making babes memorize Latin and Greek when they are barely able to speak their own language! Either put life into the schools or else close them up! Teach the child some of the things of this world! It seemed that the revolutions of this century would raise the schools to a higher plane, and that teachers would understand once and for all that the child is to be educated, and that the text-book is a secondary consideration. The world listened at Rousseau and then went to visit Pestalozzi's school. Princes and philosophers stood amazed at the results. Pestalozzi discarded at once the old method of memorizing pages of reading and Latin rules. He taught the children to read understandingly, he taught them practical arithmetic by introducing a few simple devices, he taught them geography by taking the children out of doors, he taught them natural science, but he drew his lessons from nature. His fame spread over two continents. Prussia, France, England and America sent representatives to his school. His teachers were touched with a divine enthu-

siasm that aroused the sleeping conscience of an era. Said Josepf Neef, one of his disciples, "Hear it ye men of the world! To become an obscure useful country schoolmaster is the highest pitch of my worldly ambition."

Reading books were now prepared. Then came text-books on geography, nature study and history. Arithmetic was simplified. In fact, the 19th century was an era of book making, and the whole circle of knowledge was covered by a series of text-books. As it was though in the days of the reformation when the humanities gave promise of a new life, but speedily degenerated into a formal study of Latin rules, so it became in the 19th century. The text-book that was prepared as a hand-maid to teaching was believed by the majority to contain the whole law and the gospel, and education degenerated into a formal memorizing of undigested facts, and teaching was a mere catechetical process of questions and answers without sequence or causal relation.

All along through this century, however, men of wisdom would rise up and denounce this formal method, and it has made more than a ripple on the surface. It has influenced teaching in all grades, but the great weakness today is the strict adherence to the text-book, and an ignorance of child life.

There was a humanistic tendency that became prominent about twenty-five years ago, which advocated the study of humanity through history, and especially through literature. Language had degenerated into a mere formal study of grammar. Literature became popular, and it has grown in popularity, increasing its dominion until it is received in some form in a large number of the schools, but there are many schools today that treat the subject in the most formal way, making it a study of etymology or an aid to formal grammar; many have not even introduced it.

The text-book in itself is an uninteresting compilation of facts. Yet it is absolutely necessary, and is of utmost importance; but unless the teacher gets beyond it and mixes it with the life of the world, it becomes a formal thing, the recitation becomes a dead grind, and the natural repugnance of the growing child to a lifeless formalism will dissipate the entire energies of the teacher and the parents, and the children will remain uneducated in spite of the schools.

The crowding of subjects into the elementary schools for the purpose of giving a ten-year-old child a complete survey of all creation has weak-

ened the efficiency of our city schools. Having little thought for the developing capacity of the child, being ignorant as to how few things in the syllabus the child can understand, and still more ignorant as to how many things without the syllabus he would understand, the syllabus of the superintendent is adhered to with a slavish fidelity that should merit better results. In order to complete the survey of all creation, however, the number of daily recitations for the ten-year-old child is increased from six to eight or ten, he is on recitation all day long, the teacher must introduce the lecture method to a certain extent, and there is little consideration for developing minds of different capacities. Your congestion, gentlemen, in the fifth and sixth grades, while only one per cent is in the graduating class is one point for consideration.

Formalism is the slavish use of text-book and the superintendent's syllabus, and in the red tape of the administration! These are some of the things that need our attention. Less than fifteen per cent of the students are in the high school. Less than one per cent in the graduating class. This is not adequate compensation for all our efforts.

Pitt County Association

The January meeting of the Pitt County Teachers' Association, held at Greenville, was largely attended in spite of the bad weather.

Owing to the sickness of the President, Mr. H. B. Smith, and Vice-President, Mr. W. H. Cole, Mr. J. A. McArthur, Superintendent of the Ayden Graded School, presided. After the opening exercises and announcements, Miss Laura Cox, of Ayden, read a paper on "The Importance of Order in the Schoolroom." Mr. G. E. Lineberry, Superintendent of the Winterville Graded Schools, discussed, "How to Solve the Problems of School Life."

Mr. N. W. Walker, of the State University, the authorized inspector of the High Schools in the State, spoke on "Importance and Advantages of High Schools."

Mr. R. G. Kittrell, Superintendent of Tarboro schools, was present at this meeting, and was given a cordial welcome.

It was in the first grade, and the young teacher was giving a most inspiring lesson on the cat. The children had spoken of its sharp teeth, its queer eyes, its soft, velvety paws.

Wishing to draw from them a description of its fur covering she asked, "Now, what kind of a coat has the Kitty? Wool? Feathers?" At this juncture a contemptuous voice from a rear seat exclaimed: "My gracious! Ain't you never seen no cat?"—*The Home Magazine.*

THE STATE TEACHERS' ASSEMBLY

The Executive Committee of the North Carolina Teachers' Assembly met in annual session Friday night, January 31, in the office of the State Superintendent of Public Instruction at Raleigh. Those present were President J. A. Matheson, of the State Normal and Industrial College; Vice-President T. R. Foust, Superintendent of Public Instruction of Guilford County; Secretary R. D. W. Connor, and Mr. W. H. Ragsdale, Superintendent of Public Instruction of Pitt County. The other members of the committee were present by proxy. State Superintendent Joyner and President J. I. Foust, of the State Normal and Industrial College, met with the committee.

The principal business of the meeting was the selection of a place and time of holding the next session of the Assembly. After carefully considering the invitations before the committee, the decision was in favor of Charlotte, which extended an invitation through Mayor T. S. Franklin, Superintendent Alexander Graham, of the city schools, and Mr. W. T. Corwith, Secretary of the Greater Charlotte Club. Honorable Neill Pharr, Senator from Mecklenburg, appeared before the committee and seconded the above invitation. The date of the meeting will be June 16th, 17th, 18th and 19th.

Through the Greater Charlotte Club, arrangements have been made for accommodating the members of the Assembly in hotels and boarding houses at very reasonable rates. Charlotte has recently completed a magnificent auditorium, with a capacity of five thousand; the Selwyn Hotel offers its auditorium free of charge for meetings of the various sections, and the auditorium of the Presbyterian College has also been placed at the disposal of the Assembly.

The members of the Executive Committee are enthusiastic over the prospects of the meeting. A splendid program will be presented, on which will appear some of the leading educational authorities of the Union.

This session will be the twenty-fifth anniversary of the founding of the Assembly, and everything points to the most notable meeting in its history.

Every teacher in the State should make his or her arrangements now to attend this meeting. There is no city in the State that should appeal more to the teachers than Charlotte, "The Hornets' Nest" of the Revolution, and "The Queen City" of North Carolina of today. Every effort will be made by the city and its various organizations, by the people, and by the officers of the Assembly to make the celebration of our twenty-fifth birthday a notable occasion in the educational history of the State. It only depends on the teachers of the State to show whether they appreciate this great opportunity. Now let us all pull together and have a great meeting.

Here's to the success of the Charlotte meeting! May it be memorable. For information address, R. D. W. Connor, Secretary, Raleigh, N. C.

CHARLOTTE'S INVITATION.

CITY OF CHARLOTTE, T. S. FRANKLIN, MAYOR.

CHARLOTTE, N. C., January 29, 1908.

Mr. R. D. W. Connor, Secretary of the North Carolina Teachers' Assembly, Raleigh, N. C.:

DEAR SIR:—Permit me, as the Mayor of the City, to extend to you a cordial invitation to hold your next regular Assembly in Charlotte.

We will esteem it a privilege, and will do everything possible to make your stay pleasant.

Yours very truly,

T. S. FRANKLIN, Mayor.

THE GREATER CHARLOTTE CLUB,
CHARLOTTE, N. C., January 28, 1908.

Mr. R. D. W. Connor, Secretary, Raleigh, N. C.:

DEAR SIR:—We have received your communication of recent date advising us that the committee will meet on Friday of this week to decide the place of meeting for the next Teachers' Assembly, and we beg to submit the following proposition.

We are prepared to make up any deficit there may occur in the general expense of the Association to the amount of \$750. We have arranged with the Presbyterian College to use their class rooms and auditorium if desired. The dormitories of the college will be available for the ladies, at as low a cost as possible not to exceed \$1.50 per day, and we hope to have the price at \$1.00 per day. Then there are numerous boarding houses about the city which will accommodate the balance of the visitors at not more than \$1.00 per day, and in some cases at less. The hotel rates have been secured as follows:

Selwyn—American plan, \$3.00, \$3.50 and \$4.00 per day; European plan, room, \$1.50 per day.

Buford—American plan, \$2.50 per day; two in bed, \$2.00 per day.

Central—American plan, same as Buford.

Leland—American plan, \$1.25 and \$1.50 per day.

Queen City—American plan, \$1.25 per day.

Charlotte—American plan, \$1.00 per day.

Gem—European plan, 75 cents to \$1.00 per day.

We trust that our proposition may meet with favor and we will endeavor to supply the visitors with every means of convenience possible during their stay in Charlotte. This office will be used as a bureau of information and we feel assured that all may be cared for in a satisfactory manner.

Mr. E. R. Preston will represent our city and organization at the committee meeting.

Awaiting your pleasure,

Yours very truly,

THE GREATER CHARLOTTE CLUB,
W. T. Corwith, Secretary and Treasurer.

THE GREATER CHARLOTTE CLUB,
CHARLOTTE, N. C., January 28, 1908.

Mr. R. D. W. Connor, and Gentlemen of the Executive Committee:

On behalf of the principals, teachers, and Superintendent of the Charlotte City School, I beg leave to extend a cordial invitation to you to select Charlotte as the place of meeting for 1908 session.

ALEXANDER GRAHAM,
Supt. City School.

Helpful Suggestions for the Schoolroom

A Lesson from the Newspaper.—In studying geography the newspapers have many items of interest that should be read or told on class. One teacher, during the war between Russia and Japan, had the students to skip the first part of the geography and they studied the map of Asia with especial emphasis on Russia and Japan. She used the newspaper accounts of this war in every lesson. The map of Asia was always before the class. Likewise when the earthquake destroyed San Francisco, the teacher studied earthquakes and read what the newspapers had to say about the cause and effect of this particular earthquake.

Pictures of Rulers.—Another geography teacher has made a collection of pictures of the rulers of the leading countries of the world. When a country is being studied, a picture of the ruler and of as many scenes as possible of that country are arranged artistically for the class. This makes a very attractive gallery and furnishes subject matter for language lessons.

Nature Study.—The springtime is the season for studying seed germination. Let each pupil plant in a small box of soil about ten seeds. The next day after planting, take one seed out to see what change has taken place in the first twenty-four hours. A drawing is made and a simple statement written of the change in the seed. The same thing is done every day for two weeks. At the end of that time we have a series of drawings showing the first two weeks' development, and also a written account of the changes that have taken place. Good seeds to use are beans, corn, and peas.

Tracks in the Snow.—This is a good month in which to study tracks in the snow. I have seen many kinds of tracks that I have never known. What little animal made them? I wondered as I tried to trace them from place to place. Perhaps some lad in the schoolroom will know different kinds of tracks; perhaps he will take an interest some time in the story they will tell. If there is any boy in a rural school who has seen tracks, yet does not know to what animal they belong, I will help him to identify them. This subject has ever been of interest to naturalists. Every teacher should give her children an opportunity to cultivate their powers of observation along this line. By means of tracks in the snow we can learn of many nightly revels among the wood and wayside folk; rabbits, squirrels, and mice are often abroad when their human brothers sleep. Let us teach our children to trace their goings and their coming by means of the history their tracks have written in the snow.—*Journal of Education.*

Parallel Books.—In history or geography do you find several old books by different authors? There are many in the community. In studying any period of history like the Revolution, after having a lesson from the text-book, bring in, or have the children to bring in, any history found

in the home and take one lesson from it, comparing what these texts have on the same subject. Likewise in geography. If you are studying the Southern States, for example, bring in these old geographies and see what information they contain.

Maps.—Do you need maps for your schoolroom? Notice the advertisements of railroads in the papers and magazines. Write to the general passenger agents for free railroad folders and time tables. These will contain many maps. Cut them out and mount them. You need not be without maps.

Pictures for Schoolroom.—Magazines, newspapers, and calendars contain many suitable pictures. Cut them out and mount them on cardboard or heavy paper. These can be used as the basis of language work and to beautify the room. Let each child bring some picture thus obtained. Let each one write a story about it.

Spelling.—About the middle of the first year, and well up into the second year as a review, I use this device in spelling, which I call "moving." I draw, on the board, an outline of a house (rather large), and request each child to draw a similar but smaller one on the other board. I then fill *my* house with words with which the children are familiar and announce that we are going to "move." Each child, in turn, is asked to read from *my* house any recognized word, which is immediately removed and then placed by the child in *his* own house. If, after the word has been erased, the reader of it cannot write it, it is given to (or moved into the house of) another child who can write it. Great interest is excited. Each word is moved, until *my* house is "cleaned out."—*Selected.*

Valentine's Day.—After a trying experience last year on St. Valentine's Day, because of the valentines being placed on one another's desks, placed in books and being passed during school hours, I decided to take the matter into my own hands this year, and give the children their pleasure in a proper way.

I took a large pasteboard box, cut a hole in the top, and wrote on the box, "U. S. Mail." On the thirteenth of February, I told the children that they could bring their valentines the next morning and put them in the postoffice on my desk, and then we would distribute them after school. Besides the valentines which the children brought, I also put in one for each child, so that none would feel slighted.

After school, when the valentines were distributed, there was great delight and guessing as to who the sender might be. Each child was so pleased and, at the same time, so mystified, that there was no room for envy. In this way the children had great fun in a manner that harmonized with the school discipline. I enjoyed the experience, and I believe that in a similar way the foolishness of April fools might be turned into a proper and highly enjoyable school exercise.—*Janie S. Pearson, Teacher Grade 2B, Morganton Graded Schools.*

INTEREST IN BETTERMENT WORK

By MISS BETTIE WRIGHT, Greenville, N. C.

There comes a time in everyone's life when the soul cries out to its God, "Lord, I have but one life; let me use it so the great seething mass of humanity on this earth of Thine may be just a little better for my having lived!" In our profession opportunity stares us in the face. God forbid that we should allow it to pass unimproved!

We know that education does not consist solely of a knowledge of reading and arithmetic, but of refinement and culture as well. We want culture and intelligence to pitch tent round about every community in which we work and so we must in some way get at the women in the neighborhood. The missing link in our educational system is the proper connection and co-operation between the home and school. I am sure much may be done along this line through the Betterment Association.

No one knows better than those who have to teach in poorly appointed schools the great and urgent need of the Betterment organization. And those of us who have worked with the aid of an association know full well that it is a strong help that we would not be without for worlds. Teachers who have never had this assistance cannot realize what a valuable help they deprive themselves of. Realizing the great need of this movement as we do, it is incumbent upon us to change the deplorable situation as much as possible.

But we teachers cannot under any circumstances interest anyone in a movement that we ourselves are not interested in. We must be burning with zeal if we would impart any enthusiasm to others. No enterprise, however worthy, will succeed without the heat of interest. So we must fill ourselves to overflowing with the subject. We must be at a white heat and fairly emanate interest upon all around us.

The power of transmitting our interest is very essential and is done largely through the medium of friendship, for if the people for whom we teach feel that we have their interest at heart, they will be apt to follow wherever we lead.

In order to have friends we must show ourselves friendly; we must exert ourselves, and that right vigorously at times. No person ever had one friend too many. And when entering a new neighborhood to teach we are face to face with a number of people whom we may have for friends or enemies just as we choose. I would never have anyone sacrifice any principle on the altar of friendship; still, by tactful management and proper thought and consideration for others, one can have a large circle of loyal friends and supporters. With a group of such champions about you, and your system thor-

oughly charged with enthusiasm, what may you not be able to accomplish for the improvement of your school?

Be interested yourself, then pave the way for your organization by winning the friendship of your patrons and getting them to feel that so long as you are with them your supreme desire is to upbuild their school and improve their community. A warm personal interest is a powerful thing, it is twice blessed, since it blesseth him that gives and him that takes. "'Tis mightiest in the mightiest."

Now that your preparation is made you are ready to organize.

Every opportunity that you get talk over the needs of your school with the patrons, not in a complaining way, but in the spirit of an interested friend. Then write all of the ladies in your vicinity a note requesting them to meet at a certain time and place for the purpose of organizing. If you think they may not respond when a note is written, then if possible pay each one a personal visit and in a tactful way lay the matter before her.

Another method that has been practiced with good results is that of giving some kind of entertainment by the children, at the close of which have someone to explain the organization and its purpose and organize at once while you have the people together. The raising of a flag or any convenient gathering of the people at the school may be used for this purpose. But parents' hearts are especially prepared to do something for their children just after having enjoyed an entertainment given by the little ones.

Sometimes a teacher has the misfortune to be in a quarreling neighborhood, where half the people are not on speaking terms with the other half. In such a position she can expect the support of only one faction. But that is much better than nothing at all, and if she will be careful not to antagonize or neglect the opposing faction she may win some of them over.

After the society is organized, do something and keep on doing something. Activity is life, and unless you keep on at work your organization will die. People don't like to be in any sort of work that is lifeless and dead, but they delight in activity, life and bustle.

But you ask, what can we do? Elect your officers, then tell the ladies about some things you want first and discuss with them how you can best raise the money necessary to supply your most urgent needs. They will cooperate with you in getting up any sort of entertainment or party that you together may decide upon. Soon you will have the entire neighborhood, men and all, at work for the improvement of the school. You will probably need pans,

buckets, dippers, brooms, door mats, curtains, good pictures—not cheap brightly colored chromos of no culture value—maps, flags, a library, etc., etc. Then you will want the men and boys to come sometime and help you get your yard in good condition. You must arrange for having the floors scrubbed and the windows cleaned.

At some meetings you might discuss with the ladies the great problem of prompt attendance at school in rural districts, or proper relations between home and school and such questions. Papers could be prepared and read, or you might have an informal round table discussion. This will help wonderfully in establishing a wholesome sympathy and understanding between teacher and parents. Toward the end of your session be very sure to discuss with the ladies the proper care of the school property during vacation. What good are new desks, nice houses and good equipments, if these houses are left unlocked and the furniture and library left to the mercy of the people in general? It is a fearful waste of money and energy not to take jealous care of this public property.

The conclusion of the whole matter is first, to want a Betterment Association, then determine to have it and tell everybody in the community about it. Talk about it, work it up in every way and soon it will be yours. The only way to get anything is to be determined to have it when you start. God as well as man helps those who help themselves.

The Worth of a Boy

By Dr. N. C. Schaeffer

What is a boy worth? What is an education worth? An Indiana jury awarded \$599.99 for the killing of a boy. A friend of mine, who is a superintendent in West Virginia, called that award an outrage. I asked him why. He answered: "To say nothing of the value of the boy's personality and all that a boy is to his father and mother and home, the commercial value of a boy's time at school is more than the award of that Indiana jury." I asked him how he made the calculation. He said: "You find the value of a boy's time at school by subtracting the earnings of a life of uneducated labor from the earnings of a life of educated labor." Then he gave me a calculation that I have used this year before every institute, for I am anxious to get it into the daily papers, to have it carried to every school-room and put upon every blackboard, so that the pupils may carry it home and discuss it with their parents.

He said: "If an uneducated man earns \$1.50 a day for 300 days in a year, he does very well; and if he keeps it up for forty years, he will earn $\$1.50 \times 300 \times 40$, or \$18,000. An uneducated man is not generally paid by the day, but by the month and by the year. If you will strike an average of the earnings of educated men, beginning with the President of the United States, who earns \$50,000 a year, the president of the

insurance companies and of large railroad companies, and run down the scale until you come to the lower walks in point of earnings among educated men, you will admit that \$1,000 a year is a low average for the earnings of educated labor. For forty years you have \$40,000 as the earnings of an educated man. Subtract \$18,000 from \$40,000 and the difference, or \$22,000, must represent the value of a boy's time spent at school getting an education.

You will admit that a man who works with his hands at unskilled labor puts forth as much muscular effort as a man who earns a livelihood by his wits and education. Now, if \$22,000 represents the value of time a boy spends at school getting an education, what is the value of a day spent at school?

The average school life of every boy and girl in Massachusetts is seven years of 200 days each; let us say that it takes four more to get a good education. Reckoning eleven years of 200 days each, you will find that the 2,000 days at school are equal to \$22,000, and a simple division on the blackboard will bring it home to the comprehension of every boy that each day at school properly spent, must be worth \$10.—*Exchange*.

A Chicago school teacher received this pointed rebuke from Mrs. Louisa Schmidt for not promoting the young Miss Schmidt, who was deficient in geography:

"Teacher, you don't know it all, I guess. I wish that my daughter gets through school so she gets a man. Never mind about the geography; just promote her without it. Why, my other daughter, she didn't know geography and she got a man. I don't know geography and I got a man. And you know all about geography and you ain't got no man at all. What is this geography good for? See that my daughter gets through school."

If any more staggering blow has ever been dealt at the study of geography we have yet to hear about it.

THE MECKLENBURG DECLARATION OF INDEPENDENCE. By William Henry Hoyt, A. M. G. P. Putnam's Sons, New York and London.

The purpose of this book is to prove that the series of resolves passed in Mecklenburg county in 1775 were not a Declaration of Independence, but were transfigured by the imperfect understanding and recollection of many persons into such a declaration, and also to show that the several versions purporting to have been adopted in 1775 traced their origin to rough notes written in 1800 by one who attempted to reproduce from memory the substance of these resolves.

The author, a grandson of Judge A. D. Murphy, at first believing in the authenticity of the Mecklenburg Declaration began his investigation for the purpose of writing a history of that memorable event. Before he had progressed far with his investigations he became converted into the ranks of the opposition, and his book is a strong statement in fact, it seems to be unanswerable, notwithstanding the emblem on the State flag and the presence of the Charlotte monument.

THE TEACHER AT THE EXPOSITION

By MARY CALLUM WILEY

There are teachers *and* teachers. At the Exposition was every type and variety. There was the little new teacher, just fresh from the schoolroom herself, so eager to begin work, so full of enthusiasm, but secretly so fearful and trembling, so afraid there'd be some lesson she couldn't manage. She was going 'round dipping into this and that, taking notes on everything, gathering up all the literature she could. She looked with surprised, half-envious eyes at the Normal girl who was also to begin her life work. She, the Normal girl, was not shrinking, no indeed. She was sure she was going to succeed. Why, she had taught an hour every day, for eight months, and she had notebook upon notebook of suggestions and helps. She—but before she could air more of her knowledge, the pompous teacher came in. The atmosphere of the room suddenly changed. "I," "my," "my schoolroom," resounded on every side. The pompous teacher was explaining to a crowd of gaping visitors, how *she* managed things, she was showing how fine *her* part of the exhibit was. She went out as she had come in—with her head thrown up, her eyes upon nothing but what she had done.

Her place was filled in the booth by the teacher of experience, the teacher who had spent years in the schoolroom, who had learned to do by doing, who was thoroughly practical (or thought she was). She thought educational exhibits were well enough for inexperienced, theoretical teachers, but for practical, experienced teachers like herself, it was a waste of time, going 'round seeing what other teachers were doing. One had better be in her own schoolroom, working out her own plans. She was merely passing by the Educational Building and thought she would just look in. But she needn't have gone to that trouble, for really she saw nothing, she was so full of herself.

But not so the real teacher. She came in, quiet, self-possessed, pleasant-faced. She looked 'round with trained eye. She saw everything that was to be seen and she quietly gathered the real essential things of the exhibit. She had a good word to say for our exhibit. She was quick to see the good points, and blind to the faults. She had little sympathy for the critical teacher, the teacher who was in our booth merely to note how much better her school exhibit was than any other she saw at the Exposition. Unlike the real teacher she had eyes so big that she could see every little fault in some other teacher's work.

The critical teacher was most congenial with the teacher - who - found - fault - with - everything. "Why was our exhibit stuck off in the corner?" she would like to know. "What did North Carolina mean by putting up such an exhibit, anyway? It was a disgrace to the State!" "Who

wanted to see pictures of schoolhouses? If you were showing pictures, why didn't you put up some of the big graded schools?" "What did the Normal mean by exhibiting nothing but rag carpets and pots and baskets?" "Was that picture all the University sent?" "Where was Trinity College exhibit?" "Had been looking 'round in the college wing of the building for an hour trying to find North Carolina colleges. Somebody had better go home and wake up the State."

All this time, visitors from other States had been standing around, listening with wide-open ears to what a North Carolinian had to say about North Carolina. Some of them thought they would say something about the Old North State, too. But they quickly found they had better keep still.

The sweet-faced, gentle old lady who looked in from time to time won our heart. We knew by the way she looked at things, by her touch upon the papers, that she had taught boys and girls in her day. The keen-eyed, alert little lady with the snowy hair gave herself away, too. Nor did one have to be told that after years of teaching, she was still an earnest student, an enthusiastic, up-to-date, efficient teacher.

But we were surprised, when we learned through a chance remark, that the light, frivolous, unrefined young woman in the booth was a teacher. No one would have guessed from her conduct, from her lack of interest in educational affairs, that she was a trainer of children, one who had to do with the moulding of character. She, like the teacher-who-taught-because-she-had-to-do-something-to-make-a-living, and the one who taught-for-the-pretty-clothes-the-salary-brought, lingered just a moment in the Educational Building. "Who wants to see old papers?" we heard them say. "We get enough of them during school!"

But how different was the Yankee schoolmarm. She was greatly interested. She looked at this and she looked at that and she asked questions and she "wanted to know."

But the schoolmaster who came from the North kept us on our p's and q's. He was so very proper. The college professor was much the same way. He looked so learned. But looks deceive—one may know plenty of "ologies," but little of teaching.

But the superintendent knew it all—he could teach you from the primary up through the high school.

The school man from the West was nice. He came in like a breeze—big, broad-shouldered, full of enthusiasm. He told us about his school, his teachers, their way of doing things out West. He made us feel that the West was the garden-

spot of the earth, that the schools out there were the very best in the land.

The man from the Middle West tried to make us see that his schools were the best. But we didn't like him. He was always comparing his schools with ours—to the detriment of ours. The people from Texas were much the same way. They were from such a big, high-and-mighty land they couldn't understand how we people in North Carolina could have stood still educationally all these years—so they said—how we could be content with such plain school buildings, poorly equipped schools, with teachers as we have.

But there was no excuse for the Virginians. Let us but innocently ask, "From what section of the State are you?" and such a look as they would give us, such a toss of the head as they would say, "We are VIRGINIANS!" We didn't feel crushed, however. We gave *them* a look, and we said, "We are North Carolinians, and we are proud of it, too!"

Agriculture and Nature Study

By L. H. Bailey

All agricultural subjects must be taught by the nature-study method, which is: To see accurately; to reason correctly from what is seen; to establish a bond of sympathy with the object or phenomenon that is studied. One cannot see accurately unless one has the object itself. If the pupil studies corn, he should have corn in his hands and he should make his own observations and draw his own conclusions; if he studies cows, he should make his observations on cows and not on what someone has said about cows. So far as possible, all nature-study work should be conducted in the open, where the objects are. If specimens are needed, let the pupils collect them. See that observations are made on the crops in the field as well as on the specimens. Nature-study is an outdoor process: the schoolroom should be merely an adjunct to the schoolroom, as it is at present.

A laboratory of living things is a necessary part of the best nature-study work. It is customary to call this laboratory a school-garden. We need to distinguish three types of school-gardens: (1) The ornamented or planted grounds; this should be a part of every school enterprise, for the premises should be attractive to pupils and they should stand as an example in the community. (2) The formal plat-garden, in which a variety of plants is grown and the pupils are taught the usual handicraft; this is the prevailing kind of school-gardening. (3) The problem-garden, in which certain specific questions are to be studied, in much the spirit that problems are studied in the indoor laboratories; these are little known at present, but their number will increase as school work develops in efficiency; in rural districts, for example, such direct problems as the rust of beans, the blight of

potatoes, the testing of varieties of oats, the study of species of grasses, the observation of effect of fertilizers, may well be undertaken when conditions are favorable, and it will matter very little whether the area has the ordinary "garden" appearance. In time, ample grounds will be as much a part of a school as the buildings or seats now are. Some of the school-gardening work may be done at the homes of the pupils, and in many cases this is the only kind that is now possible; but the farther removed the laboratory the less direct the teaching.

To introduce agriculture into any elementary rural school it is first necessary to have a willing teacher. The trustees should be able to settle this point. The second step is to begin to study the commonest and most available object concerning which the teacher has any kind of knowledge. The third step is to begin to connect or organize these observations into a method or system. This simple beginning made, the work ought to grow. It may or may not be necessary to organize a special class in agriculture; the geography, arithmetic, reading, manual training, nature-study and other work may be modified or re-directed. It is possible to teach the state elementary syllabus in such a way as to give a good agricultural training.

In the high school, the teacher should be well trained in some special line of science. Here the laboratory method, although it is possible that our insistence on formal laboratory work in both schools and colleges has been carried too far. In the high school, a separate and special class in agriculture would better be organized; and the high school syllabus of the State Education Department provides for this.

In many districts the sentiment for agricultural work in the schools will develop very slowly. Usually, however, there is one person in the community who is alive to the importance of these new questions. If this person has tact and persistence, he ought to be able to get something started. Here is an opportunity for the young farmer to exert influence and to develop leadership. He should not be impatient if results seem to come slowly. The work is new; it is best that it grow slowly and quietly and prove itself as it goes. Through the grange, reading-club, fruit-growers' society, creamery association, or other organization the sentiment may be encouraged and formulated; a teacher may also be secured who is in sympathy with making the school a real expression of the affairs of the community; the school premises may be put in order and made effective; now and then the pupils may be taken to good farms and be given instruction by the farmer himself; good farmers may be called to the schoolhouse now and then to explain how they raise potatoes or produce good milk. A very small start will grow by accretion if the persons who are interested in it do not lose heart, and in five years everyone will be astonished at the progress that has been made.—*Cornell Rural School Leaflet.*

CORRECTING COMPOSITIONS

Mr. Albert E. Roberts, of England, visited some of the leading schools of America and after returning home published his impressions. That pertaining to composition work is especially interesting. He says:

"In many schools in Boston, New York, and New Orleans the following method of correcting composition (or some modification thereof) is in vogue. An hour and a half a week is assigned to the composition exercises, which are done entirely in school.

In the lower grades—i. e., with children, say, up to the age of eleven—half an hour is spent in writing the exercises, another half in correcting, and a third is used for copying the corrected exercises. In the upper grades—i. e., between the ages of eleven and fourteen—an hour is devoted to the writing of the composition and half an hour to the correction, the recopying being dispensed with. During the writing the teacher goes round and corrects, here and there, individual mistakes. The children write as much as they can in the given time, and then, after the writing—i. e., during the half hour set aside for correction—they exchange their papers and their classmates make corrections under the direction of the teacher. The children thus take an active

part in the correction of their fellow-pupils' mistakes. It is urged that the child is by this means put into an active attitude, and not, as he usually is, into a passive one. There is no doubt the members of the class pay serious attention to the criticism of their fellow-pupils. They are not apathetic—as they are, curiously enough, with respect to the teacher's corrections. This fact I am sure of. "Some mistakes go unmarked?" I said to one teacher. "Yes, certainly!" was the reply. "What of that? Practically all mistakes go unmarked by the child when they are marked by the teacher. Try the plan and watch the result. The child will gradually lose his indifference and be on the *qui vive*. He will discuss his mistakes with his fellow-pupil."

The question will naturally arise in the reader's mind: How is it possible for the child to correct the mistakes? First, the class must be taught how to correct them. The points to look out for should be put on the board. "Beginning with the most obvious things," says Mr. Clapp, of the George Putnam School, Boston (who, by the way, inaugurated the scheme), "such as the proper mark at the end of a sentence, the capital at the beginning, the separation of paragraphs, suitable margins, the use of capitals, the spelling

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I am well pleased with the text-book on Civil Government. It is an admiral text and the mechanical work is excellent. I predict for it a wide sale in our State and I shall take steps to have it placed in our schools at an early day,—just as soon as arrangements can be made for this purpose. I am very much gratified to see your house getting out so many good text-books, and also glad to know that they are being adopted so extensively.—*C. C. Wright, Supt. Schools, Wilkes Co., N. C.*

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of common words, the apostrophe, the list will eventually include the misuse of words, repetition of words or phrases, unrelated facts, agreement of verbs with subjects and of pronouns with antecedents, etc." Some mistakes are anticipated—e. g., the spelling of certain words that are bound to come in the work. Besides the dictionary may be used in case of doubt. In many schools I found every pupil provided with a "Webster's Smaller Dictionary." Every classroom, too, had a "Webster's International" ready for reference on a lectern. As a rule, however, only one type of mistake is corrected at a time. Many teachers urged as a principle of prime importance that not every mistake was to be corrected. For instance, if lessons on punctuation or paragraphing have recently been given as part of the progressive course of study, then punctuation or paragraphing will engross the attention in the correction. Other obvious corrections will be made, but the one type of mistake is noticed beyond all others.

The poorest compositions pass at times into the hands of the best scholars, and *vice versa*. Each paper is corrected, wherever possible, by two pupils, and then, after the signatures are affixed, returned to its owner. The children are then allowed to discuss their mistakes with those who have corrected their papers, the arbitration of the teacher being called in where necessary.

Some teacher, no doubt, will object: "Yes; I am glad you say the arbitration of the teacher should be called in. Poor teacher! how often the necessity will arise!" I grant there is a disciplining difficulty unless the changes are limited between two; but, after all, the military form of discipline is not always so rigidly necessary. A few minutes' mutual discussion among the pupils will not injure the discipline of a good disciplinarian.

Finally the papers are handed in to the teacher, who reads some of the compositions only each time, to see how the pupils are progressing, and what lessons to give to prevent the same typical and general mistakes. All the papers are not read at a time. A few—say a fourth—selected on each occasion will make it possible for the whole to pass under the teacher's supervision in a month—not a very arduous task. Sometimes one or two are read in class and submitted to the general criticism of the class and the teacher. The teacher is not merciless, but remembers that criticism should be constructive as well as destructive: praise should be interspersed with blame. The children criticise very outspokenly in America. If oral work were encouraged here, the free and mutual criticism of the pupils would make the correction of the composition by the children more possible. Matters of style, of course, demand the teacher's atten-

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tion; but even here something may be done. Let me again quote Mr. Clapp: "In training the judgment of the children to recognize the best sentences in a composition the teacher begins by writing on the blackboard from a child's paper a sentence which is better than the average, and showing how it is better than some other ways of telling the same thing. Then she selects some poor sentences, and allows the children to suggest how they may be improved. She also takes occasion to show the class some clear and graceful sentences from good authors."

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North Carolina has just taken a stand with other states in the way of providing high school training to connect between the grammar school and the college or life. State Superintendent N. C. Schaeffer, of Pennsylvania, has recently sent out to his township high schools the following course of study and suggestions, which may be helpful to the North Carolina township schools just established:

FIRST YEAR.

1. Mathematics.—Elementary Algebra.
2. Science.—Physical Geography, including the nature and formation of soils; or an elementary text-book in agriculture.
3. Civics.—The Civil Government of the United States and Pennsylvania.
4. English.—Composition and Rhetoric alternating with English Classics.
5. Optional.—Bookkeeping and Drawing or Beginning Latin.

SECOND YEAR.

1. Mathematics.—Elementary Algebra and Plane Geometry.
2. Science.—Lessons in Botany and Zoölogy.

Instruction on plants, insects, etc., to be suited to the locality and the season of the year.

3. History.—History of England. Special attention to points of contact between English and American History.

4. English.—Composition and Rhetoric alternating with English Classics.

5. Optional.—Double Entry Bookkeeping and Drawing, or Cæsar and Latin Prose.

THIRD YEAR.

1. Mathematics.—Plane and Solid Geometry.
2. Science.—Elements of Physics.
3. History.—General History.
4. English.—Composition and English Literature with Review of English Grammar.
5. Optional.—Cicero and Latin Prose, or Reviews of Common Branches.

FOURTH YEAR.

1. Mathematics.—Algebra and Geometry, including mensuration of surfaces and solids.
2. Science.—Elements of Chemistry with special reference to the Science of Agriculture.
3. History.—General History and Review of American History.

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4. English.—Composition and English Literature, with some reference to its development and history.

5. Optional.—Virgil or Commercial Arithmetic and Commercial Geography.

A high school which can employ but one teacher should not attempt more than the first two years of the course and should be content to rank as a high school of the third class until its teaching force and other facilities can be increased. By giving five half-hour periods to recitations by each class in a high school of the third grade, the teacher will still have an hour at his disposal for recesses, reviews, music and other exercises not specified in the foregoing curriculum. Thus time can be found for instruction in physiology and hygiene or in any other branch required by local needs. If it is deemed advisable, the recitation periods can be lengthened by reducing the weekly number of recitations in mathematics or history or science from five to four. Elocutionary exercises can be given in connection with the study of the English Classics. The nature and formations of soils can be taught in connection with physical geography. If one of the more difficult of the recent text-books on physical geography is adopted, it may be wise to postpone this study to the last year of the high school and to begin with the elements of one of the other sciences. Any science may be studied in two

ways, (1) in its elements, making it a suitable discipline for pupils in secondary schools, and (2) by the advanced methods of the college and university, making the subject too difficult for the high school. A good teacher can begin with any science and communicate knowledge which will serve as proper mental aliment for the first year in a high school.

For the vast majority of those who attend rural schools the high school will be a finishing school. The high school must not ignore their needs or neglect their preparation for subsequent life. On the other hand many of the best students at our colleges and universities come from rural schools. On the farm there is nothing so valuable as mind. The farmer's sons and daughters should have an opportunity to make the most of the talents with which they have been endowed. Hence it would be a fatal policy to exclude from the township high school the studies which help to fit for admission into colleges and professional schools. In so far as the resources of a high school permit, the studies of specially gifted pupils should be so shaped as to fit them for the institution of higher learning which they desire to enter. In some cases it is wise to substitute a modern language for Latin.

High schools are not professional schools. They should not be converted into training schools for teachers. The thoroughness in the

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common branches which is justly required of those who desire to teach, involves a waste of time for the great majority who enter other vocations and imposes an unnecessary burden upon the taxpayer in view of the fact that the state annually spends hundreds of thousands of dollars upon schools specially designed for the training of teachers. It is only the larger cities which can afford to establish and maintain special schools and courses for the training of teachers. In township high schools such special courses are out of place and involve a waste of school money. Nevertheless the law for high schools makes provision for necessary reviews of the common branches. It is natural to forget. Instead of

finding fault with the lower grades the competent teacher gives reviews of what has been forgotten or imperfectly understood, and thereby prepares pupils to grasp the instruction in more advanced studies. Reviews of this sort are needed in every school, and it may be wise at times to devote to exercises of this kind one or more periods a day for several days or even weeks in succession.

The object of public education is primarily to make for better citizenship; to create higher ideals; to train the mind to the habit of systematic thought; to develop the reasoning powers. That is what a liberal education should do for a man or woman.

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President Alfred Bayliss, of the Western State Normal School, Macomb, Ill., recently stated that in Illinois in 1906 the five State Normal Schools graduated 216 persons; the same year the State employed 3,882 teachers whose training was less than a four-year high school course; the number who that year were teaching their first schools was 2,568. These figures throw much light upon the question of efficiency and ability of teachers. The Normal Schools of any State will never be able to train more than a small percentage of its teaching force. Year by year higher grades of preparation are demanded; as one result, the teacher who does not advance professionally has to drop out. In several States where requirements have been raised, the schools are actually unable to secure enough qualified teachers. Untrained teachers may desire to render good service, but the best intentions will never be a substitute for proper training. Some may be able to attend a State Normal School; congratulations to the few. The great majority must continue to teach, for they cannot afford to leave home. Their road to advancement is by way of home study, under painstaking and competent direction, and that phrase is simply another term for the Interstate School. Send for our 1908 Catalogue and full information regarding such work as you need.

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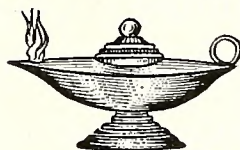
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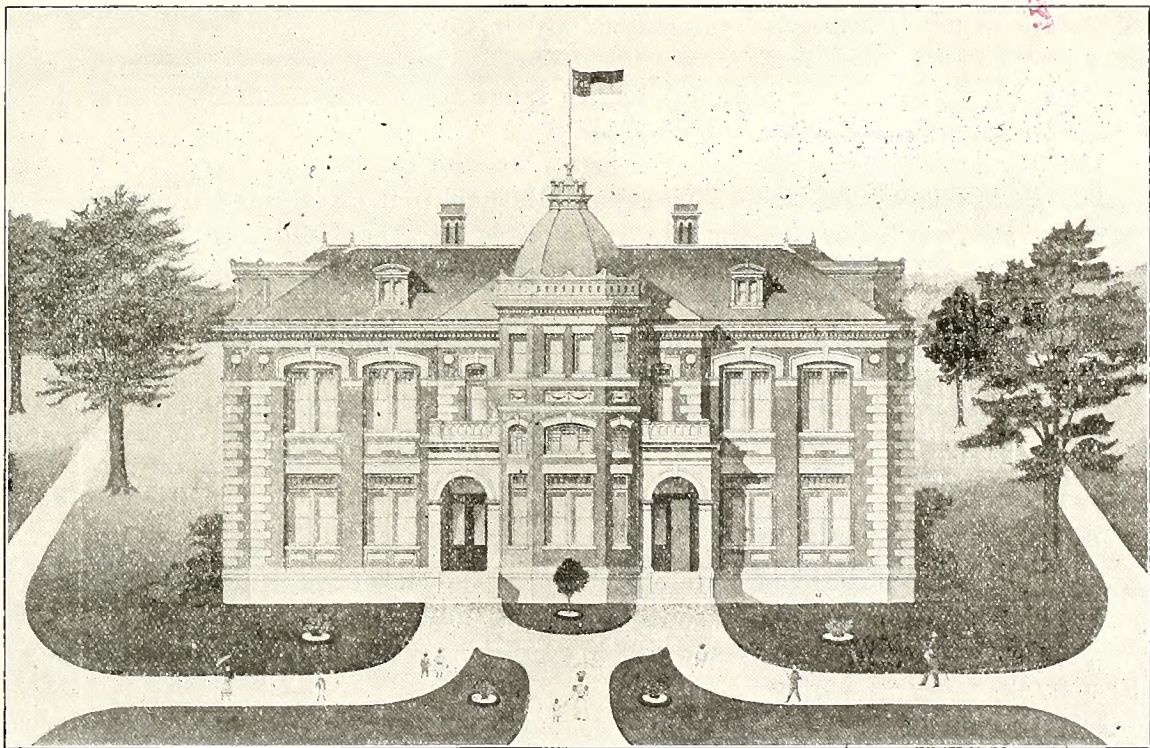
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No. 8



C. E. HARTGE, Architect
Raleigh, N. C.

WAKELON HIGH SCHOOL, WAKE COUNTY

The North Carolina Teachers' Assembly

Twenty-Fifth Anniversary

CHARLOTTE, JUNE 16-19

To the Teachers of North Carolina:

Charlotte! June 16-19!! Twenty-Fifth Anniversary!!!

The thoughts of every North Carolina teacher ought to be turned toward this place, this date, this occasion. Later your footsteps ought to follow your thoughts. Why? First, The Program; Second, The Place; Third, The Occasion.

THE PROGRAM will be interesting, instructive, helpful. Educational authorities will discuss definite problems in a definite way. Among the speakers will be: Robert B. Glenn, Governor of North Carolina; J. A. Matheson, President of the Assembly; P. P. Claxton, University of Tennessee; O. T. Corson, Editor of The Ohio Educational Monthly; and Charles W. Kent, University of Virginia.

Some of the subjects of discussion are: By Mr. Matheson, "Twenty-five Years of the North Carolina Teachers' Assembly;" by Mr. Claxton, "The School and the State," "The Relation of the Primary School to the Home," "The Relation of the Primary School to Later School Life," "The Primary Teacher's Preparation;" by Dr. Corson, "Schools and People of Other Lands," "The Superintendent's Authority," "The Teacher's Freedom," "Some High School Problems;" by Dr. Kent, "Friends and Foes to Education," "The High School and the College," "The High School and Community Life."

The Woman's Betterment Association will meet with us.

THE PLACE is one of the most interesting cities in the United States. Charlotte was named "The Hornet's Nest" of the Revolution. It is now called "The Queen City." It is a splendid type of the modern American city, with a glorious historic background. In Charlotte you will see:

The Monument to the Signers of the Mecklenburg Declaration;
The Monument to the brave Lieut. William E. Shipp;
The United States Public Building and the United States Assay Office;
The Carnegie Library; The Presbyterian College; Elizabeth College;
The place where Cornwallis had his headquarters in 1780;
The place where Washington stopped in 1791;
The place where Jefferson Davis heard of the death of Lincoln;
Near by are the battlefields of McIntyre's Farm, Cowan's Ford, King's Mountain;
The birthplaces of Andrew Jackson and James K. Polk.

Charlotte is a hospitable city and will do everything possible to make the teachers' stay pleasant.

THE OCCASION ought to appeal to every North Carolina teacher. Nearly 1,000 teachers will be there. You will meet many old friends; you will make many new ones. You will need the recreation. The best recreation is a change of scene and associates. It is your Assembly and you ought to support it. The Teachers' Association in the State of Washington has 3,900 paid members; ours has 650. Think of it! Now let us all pull together on this twenty-fifth anniversary and bring our number up to Washington's.

The **MAY** number of the *North Carolina Journal of Education* will tell you all about the Assembly. Be certain to get a copy.

In the meantime write to the Secretary for any information you may desire. And—meet him at Charlotte!

Yours truly,

R. D. W. CONNOR, SECRETARY
Raleigh, N. C.

National Superintendence Association

That was a great meeting of superintendents and school men in Washington, D. C., February 25-27. There were about 1,500 school men present. Of this number about 40 State superintendents, 150 college men, about 100 normal school teachers, and over 500 city and county superintendents. North Carolina was well represented. There were about 40 North Carolinians there.

The keynote of the meeting was industrialism, or vocationalism. President Roosevelt, in his address to the teachers, struck the chord that was played throughout the meeting. Second to this general theme were the two questions that have been discussed in North Carolina for the past two years: (1) A more flexible grading of the schools, and (2) How to select a course of studies out of a number of subjects that have been crowded into the curriculum.

INDUSTRIES IN EDUCATION.

United States Commissioner of Education, in his address of greeting, announced the theme that ran through the entire association in his statement that all education calls for efficiency, and should give the child the capacity to make a living. In ordering the subject matter, in the statement of the aim of all education, the purpose should be to give the child the capacity to make a living. This address was followed by Superintendent Heeter, of St. Paul, Minn., who spoke on the Course of Study. He pointed out that the 6th, 7th, and 8th grades were the weak spots in our graded schools, and he suggested as a remedy that these grades be reorganized entirely along vocational lines, giving more attention to commercial and live subjects and to the resources of the community. He suggested the abolition of the old-time classical high school, and advocated one secondary industrial high school in every community to be supplied at first by local taxation, to be assisted later by state and federal aid.

Reports from all parts of the country show that the majority of students drop out of school between the ages of twelve and fourteen, that they come to the point in our curriculum when they fail to find genuine opportunity, and they fall out to enter low grade industrial pursuits, and lives of social, moral and financial uncertainty.

Mr. Heeter recommended several remedies for the conditions he described. These, he said, are the simplification of the academic subject matter of the first six grades of the elementary schools; the introduction into the first six grades of a comprehensive system of primary industrial training; to socialize and industrialize our so-called grammar schools; a rearrangement of school hours for those forced by circumstances to go early to work, and the establishment of a closely articulated elementary system of appren-

ticeship between the grammar schools and leading industrial enterprises; in addition to night schools, half-day continuation schools; the abolition of the old-time classical high school as such and the introduction of general manual training and commercial course in all high schools, and the establishment of at least one secondary industrial school in every city.

Both Hon. Geo. H. Martin, of Massachusetts, and Professor Hanus, of Harvard University, criticised the present method of the manual training department of our high schools.

Professor Hanus said, "Manual training has become academicized. Business courses in our schools are inferior. The industrial courses are not fundamental, but incidental. The leading motive is culture, whereas it should be training for efficiency."

THE GRADING OF SCHOOLS.

Supt. C. N. Kendall, of Indianapolis, said, "To select the capable and give them opportunity commensurate with their capacity will be the work of the future." No advocate is to be found in any body of teachers, of the lock step method that keeps all the children of a grade together, regardless of the capacity, or the difference in capacity, from the highest to the lowest. Yet we have in our North Carolina schools a number of cities that continue the old method, as Superintendent Kendall says, studying the system and not the child. "Group the most capable," he said, "in separate classes. Allow each child to do the best that he is capable of doing." It was stated without contradiction that those who are permitted to make more than one grade usually lead their classes in the high school. The Cambridge plan was pointed out as possibly the most successful in America, yet there are schools, it was stated, that have the quarterly or semi-annual promotions that show equally as good results. In the Baltimore schools it was stated that over one-third of the students in the advanced classes complete the four year high school in three years.

High school teachers should study and visit the work in the grammar school. "They should know," said Superintendent Kendall, "what the child has done and what he is capable of doing, and better teaching will be the result when teachers turn more to the grammar school for guidance and less to the college."

THE COURSE OF STUDY.

The course of study received considerable attention. The whole plea was, however, for a more thorough study of the child and less attention to outline courses and syllabi that superintendents spend so much time on, not that these things are not good in their place, but it would appear that

superintendents are spending more time on the syllabus than on the child." "Superintendents," one speaker said, "waste so much of their time in misfit syllabus that he has little time to study his school."

Prof. Frederick E. Bolton, of the University of Iowa, advocated a complete reorganization of the curriculum as a whole. He would eliminate much of the so-called language, composition and writing as separate units and correlate them with other subjects. He said that the spiral method as taught in this country is a failure and that he did not know of a single text-book prepared on the so-called spiral plan that is a success. We have pretended to adopt the spiral method from Germany, but we have the semblance instead of the plan itself. Professor Bolton's whole plea was for a return to a study of the child and its capacity and for a less slavish attachment to our outlines which we have begun to look upon as almost infallible, without any regard for the capacity and adaptability of the child.

Supt. F. B. Dyer, of Cincinnati, in discussing the course of study and its treatment, outlined the defects of the school as follows:

1. Insufficient attention to the habits of the child.
2. Lack of organization in the schoolroom and the ignorance of the teacher as to the relative importance of the subjects in the day's work.
3. Lack of perspective on the part of the teacher, who is unable to distinguish between the essentials and the non-essentials.
4. No difference between routine and deliberate work.
5. Unstimulated teaching and the presence of artificiality and insincerity in the recitation.
6. Excessive written work. This seems to be a universal defect, for when the teacher wishes to avoid work herself, it is so easy to turn the recitation into written work. This has a tendency to kill spontaneity, and destroy what tendency may be growing toward developing the individuality of the child.
7. Large classes. This is unpardonable, but teachers still insist in keeping a whole room of fifty children in one class.
8. Inattention to physical conditions. "It is the duty of the principal," said Superintendent Dyer, "to supervise children, parents, and teachers. The physical condition of the child should be studied."

Supt. W. M. Davidson, of Omaha, said that some way must be found out of this over-burdened course. That it is no longer a question of enrichment, nor especially of elimination, although the course is crowded, but one of selection.

CARE OF THE CHILD.

"Every teacher should be a health officer," said Superintendent Moore, of Los Angeles. "We need a health program in every school, and the teacher should follow it, making an examination of the children." The physical well being of the

child received much attention. While the larger cities are moving in this direction by employing school physicians and trained nurses, it was argued with a great deal of force that every incorporated town that has a health officer should send this officer to inspect the school and the care of the children. It is said that 70% of the feeble minded becomes so before they reach their 20th year, and that more than 30% of the children in the primary grades are physically defective.

In Massachusetts all students must be examined by the teacher according to a plan furnished by the health board. To test their hearing the children are stood around the room with their faces to the wall and the teacher whispers their names, and if they can understand they turn round. If they can hear they have sufficient hearing to go on with their education without further examination. To test the sight the letter E is used at a given distance and if the child can pass this test its eyes are all right. Those who cannot are turned over to the health physician.

Director Gulick, of New York, made a strong argument in favor of the teacher's making physical examination of the children after some intelligent plan. Those records should be in the school room and should go with the child to the next grade in order that the next teacher may know how to deal with the defective child. Such records are as important as any in school.

TEACHERS' MEETINGS.

Why should the teacher be required to attend a long drawn out teachers' meeting after she has been on her feet for six or seven hours in the school room? This question was answered by a number of school men. It is poor economy to expect a teacher to enter into the spirit of the teachers' meeting after she has given her energies to the classroom. The superintendents that discussed this subject were unanimous in the opinion that the grades should be dismissed either for a part of the day, and some, when they have a general teachers' meeting, for the entire day, and the teachers then enter into the work with more life, in fact it then becomes a part of the school work and not extra time imposed by the superintendent.

One method of holding meeting is to take up during the year one subject at a time until the whole curriculum is covered. The superintendent of a county system said that in visiting schools when he found one feature better than usual he wrote it up and sent it to every teacher in his county. This seems to be the spirit of the leading superintendents, to keep before the teachers not only the best theory, but what is much better, the best practice of the best teachers. This can be done in a grade meeting or a general meeting if the superintendent will take time and not expect the teachers to make a day in the schoolroom before attending these meetings. They can with fresh zeal bring their work into a general meeting and derive much benefit.

Hon. J. Y. Joyner was one of the speakers in the State and County Superintendents' Association. He spoke on the work in North Carolina.

MR. ROOSEVELT'S RECEPTION.

On Thursday at 2 o'clock about 2,000 teachers formed in line at the south wing of the white house; and at the appointed time, after they were packed in and around the east room, the President appeared and spoke to the large and closely packed body of teachers. He said, among other things:

"Teach the boy that he is expected to earn his own livelihood, that it is a shame and a scandal for him not to be self-dependent, not to be able to hold his own in the rough work of actual life. Teach the girl that so far from its being her duty to try to avoid all labor, all effort, that it should be a matter of pride to her to be as good a housewife as her mother was before her."

Again he said:

"I trust that more and more our people will see to it that the schools train toward and not away from the farm and workshop. We have spoken a great deal about the dignity of labor in this country, but we have not acted up to our spoken words, for in our education we have tended to proceed upon the assumption that the educated man was to be educated away from and not toward labor."

THE NORTH CAROLINA SUPERINTENDENTS.

There was a large delegation of school men from North Carolina in attendance. They had a good time and enjoyed the whole meeting. On Wednesday afternoon the 26th, the North Carolina Association met in special session in the parlors of the Riggs House, which was headquarters for the North Carolina delegation. Dr. E. A. Alderman, of the University of Virginia, and Prof. P. P. Claxton, of the University of Tennessee, were present and made short talks to the superintendents. The address of the afternoon, however, was delivered by Supt. B. C. Gregory, of Chelsea, Mass., who was well known to the North Carolina men, for he has spoken several times in North Carolina.

His subject was "The Weakest Point in American Education."

It was a very thoughtful and helpful address. He spoke of the defects in our school system. The indifference of the student and the fatalistic attitude of the teacher received the largest attention. Superintendent Gregory was followed by his brother, Supt. Christopher Gregory, of Long Branch, N. Y., who spoke along similar lines. They both made a plea for the self-activity of the child in the schoolroom.

At the close of the meeting Superintendent Swift, of Greensboro, offered a resolution of thanks to Supt. B. C. Gregory and Supt. Christopher Gregory for their helpful addresses.

Supt. R. H. Latham, of Weldon, offered the following resolution, which was adopted unanimously:

"Resolved, by the Association of North Carolina Superintendents in convention assembled at Washington, D. C., February 26, 1908:

"That a committee of three be appointed at this meeting by the president to investigate the advisability and cost of publishing the history of this Association from its organization, such history to include among other things a list of its members and officers, the times and places of its meetings, accounts of its proceedings and such other data as may be obtained from newspaper files and other sources, said committee to report at a meeting of this Association to be held in Charlotte during the State Teachers' Assembly in Charlotte, June 16-19, 1908."

At the close of the meeting the following officers were elected:

President, Supt. I. C. Griffin, of Salisbury; 1st Vice-President, Supt. L. C. Brogden, of Kinston; 2nd Vice-President, Supt. Harry Howell, of Washington, N. C.

The Association adjourned to meet in Charlotte during the Teachers' Assembly.

The following North Carolinians were present: Hon. J. Y. Joyner, State Superintendent of Public Instruction; President J. I. Foust, of the State Normal and Industrial College; Prof. E. C. Brooks, of Trinity College and Editor NORTH CAROLINA JOURNAL OF EDUCATION; Prof. J. A. Matheson, of State Normal and Industrial College; Prof. M. C. S. Noble, of the University; Supt. J. T. Alderman, of Henderson; Supt. R. H. Bachman, of Edenton; Supt. L. C. Brogden, of Kinston; Supt. J. J. Blair, of Wilmington; Supt. W. D. Carmichael, of Durham; Supt. B. P. Caldwell, of Lincoln; Supt. C. J. Everett, of Plymouth; Supt. A. Graham, of Charlotte; Supt. I. C. Griffin, of Salisbury; Supt. F. M. Harper, of Raleigh; Supt. H. Howell, of Washington; Supt. J. L. Harris, of Lenoir; Supt. R. H. Latham, of Weldon; Supt. Walter McCanness, of Roper; Supt. W. R. Rogers, of Fremont; Supt. S. L. Sheep, of Elizabeth City; Supt. W. H. Swift, of Greensboro; Supt. W. S. Snipes, of Winstou; Supt. R. J. Tighe, of Asheville; Supt. D. Matt Thompson, of Statesville; Supt. S. B. Underwood, of Hertford; Supt. C. W. Wilson, of Scotland Neck; Supt. A. E. Woltz, of Goldsboro; Supt. T. R. Foust, of Guilford county; Supt. F. B. Hall, of Gaston county; and Supt. Y. D. Moore, of Caldwell county.

The North Carolina superintendents had a good time. Senator Overman arranged for the members in a body to meet the President. On Thursday afternoon the North Carolina party, with Senator Overman, was ushered into the cabinet room and in a few minutes Mr. Roosevelt appeared. He made a few pleasing remarks and the party then filed by, shaking his hand. He had a pleasant word for each. When Superintendent Rogers, of Fremont, was introduced he told the President that he had a boy named after him. The President laughed heartily, replying that he believed in babies as much as in school teachers.

Association of Eastern City Superintendents

The superintendents and principals east of the Atlantic Coast Line Railroad met in Greenville, March 20th and 21st, for the purpose of studying certain problems that the schools were vitally interested in. It was thought that the superintendents who lived near together could come together with a minimum expense and discuss the school work to the advantage of all.

It was a very profitable meeting, for it was turned into a round table discussion and all present entered into the discussions with lively interest. There were no principal speakers, but all spoke. College entrance requirements were discussed by Prof. N. W. Walker, of Chapel Hill, then the subject of Latin and its importance in the schools—whether every child should be required to study Latin, how can the curriculum be so arranged that the schools may present something of more practical value, etc. These subjects held the attention of the school men on Friday night long past bedtime.

Saturday morning Hon. T. J. Jarvis, who has the interest of the Eastern Training School so much to heart, and who has been planning wisely for the erection of a plant that the teachers of Eastern Carolina will be proud of, spoke at length on the plans for erecting the buildings and beautifying the grounds. He then spoke of the necessity of preparing teachers to do better work, saying that it was the purpose of the Eastern Training School to aid in this most important work. He said that Greenville believed in employing the best teachers, and in order to do this the board of trustees saw the necessity of paying the best prices, and it is a fact that Greenville today pays the highest monthly salaries to grade teachers. The lowest monthly salary paid is \$52.

Supt. C. L. Coon, of Wilson, spoke of the necessity of educating the whole child. "Provision must be made," he said, "for the school to train the child in the fundamentals of life, of everyday living. The course of study must be flexible and continuous." It is a well known fact that the lack of flexibility and the rigid adherence to the text-book are the chief defects of our school systems. These were discussed fully by Superintendent Coon and others.

The question was raised, Are the superintendents neglecting the negro schools? Here the point was made by Superintendent Coon that after the 7th grade the courses in the negro school should change, that an attempt should be made to preserve the best traditions of the race, that they should be encouraged to hang pictures of their own race in the schoolroom and to know and appreciate the achievements of their own race.

Prof. E. C. Brooks, of Trinity College, was asked to discuss his plan of teacher training in Trinity College and Durham county, the outline of which has already appeared in the JOURNAL

in an article entitled "A Progressive Course for Teachers." As a rule the teacher studies to secure a first grade certificate or to cover the work outlined in the superintendents' syllabns. The county superintendent could readily outline a progressive course, such as has been carried on in Durham county, that will lead always to higher and higher scholarship. In the city schools it is frequently the case that the teacher does not know the work in the grades below or above her, she knows only a small section of the work the child is to do. This, of necessity, leads to formalism and strict adherence to the text-book and syllabus. The city schools could overcome this by having the teachers to study the work of several grades. This subject will be discussed at length in another issue of the JOURNAL.

Supt. H. B. Craven, of New Bern, discussed School Record. It is unfortunately true, as was brought out in this discussion, that the schools are not preserving the records and the history of the schools as they should. Supt. Harry Howell, of Washington, stated that he has published reports of his school for the past five years, but this is an exceptional case. Superintendent Coon said that he keeps, in addition to the regular records, a book which he calls "The History of the Wilson Schools for 1907-8, and that everything new or attractive, or that helps to create a better school spirit in the classroom or on the playgrounds, is recorded here for future use. It is in fact a superintendent's journal.

Supt. J. A. McArthur, of Ayden, spoke of a very enthusiastic class in agriculture. He followed the suggestions given in the JOURNAL and secured all the free literature possible, and he said that his class reads the bulletins with more interest than the reading lesson. He said the students discuss every plant that grows on the farm or in the neighborhood of the school.

Supt. L. C. Brogden, of Kinston, was asked in advance to give his impressions of the National Superintendents' Association in Washington. This was one of the most interesting discussions of the meeting. A full report of this association appears elsewhere.

The history course and the algebra course were discussed. A committee was appointed to study the science work that can be done in the schools. Supt. C. L. Coon was made chairman of this committee.

Each superintendent present agreed to study these two questions until the next meeting. (1) What new features are added during the year and their value; (2) What are the defects in our course of study and in our grading?

The Eastern Association voted to meet twice a year, in October and in March.

The next meeting will be held in Rocky Mount.

A permanent organization was completed with the following officers:

President, H. B. Smith, of Greenville; Secretary and Treasurer, Harry Howell, of Washington.

The following were present: Supt. C. L. Coon, Wilson; Supt. W. V. Boyle, Rocky Mount; Supt. H. B. Craven, New Bern; Supt. Harry Howell, Washington; Supt. J. J. White, Anlander; Supt. Z. D. McWhorter, Mt. Olive; Supt. J. D. Everett, Robersonville; Supt. H. B. Smith, Greenville; Supt. E. M. Rollins, Farmville; Supt. L. C. Brogden, Kinston; Supt. W. H. Cale, Grifton; Prin. H. H. McLean, Washington; Prin. Fred Archer, Wilson; Supt. J. A. McArthur, Ayden; Supt. W. H. Ragsdale, of Pitt county; Prof. N. W. Walker, of Chapel Hill; Prof. E. C. Brooks, of Trinity College.

The following resolution was passed:

Resolved, That it is the sense of the Eastern City Superintendents that the North Carolina Teachers' Assembly should be put on a solid financial basis with a permanent business organization, and that no city should be called upon for financial aid. Further, that the Teachers' Assembly should publish every year its proceedings.

Helpful Suggestions

Paper Pulp Maps.—The following is a recipe for making paper pulp maps in relief, which I have used with success:

Take common tablet paper (from the waste basket will do). Place it in a vessel of convenient size with two or three quarts of water. Boil and stir until it is quite soft and fine.

It requires from one to two hours' boiling and stirring to make the pulp fine enough to be molded into maps. After cooling, it is ready for use.

It is best to mold the maps on inch boards cut small enough to be handled easily; for the wet pulp will cause the thin boards to warp and spoil the maps.

After two or three days, when the maps are dry, they are ready to be mounted. This can be done on mounting board with glue.

The pulp can be kept for several weeks.—*Ohio School Journal*.

Schoolroom Decoration.—I take the yard long cardboard on which cloth comes wrapped, and have the children cut openings for pictures—oval, round, rectangular, or a combination of two forms. After the pictures are properly placed a piece of common manila wrapping paper is pasted clear across the back. By this means one schoolroom is decorated with "yards" of authors, poets, artists, rulers, and art studies at absolutely no expense.

The merchants freely give the cardboard for the asking, and the pictures are culled from magazines and catalogues. It comes in rough gray or drab styles and has been used also for

making the many attractive designs given in the Manual Training Department of this magazine, such as booklets, calendar backs, blotting pads, and waste paper baskets.—*Illinois Popular Educator*.

Current Events.—"My school children are in the fifth grade and I think it time they were taking notice of the important things of the day. Each day as I read the daily papers I cut out the things that would be of interest to my pupils. These clippings I pin on the wall, and the pupils are always anxious to spend their extra noon or recess time reading them. If, in any magazine, I find an article that will correlate with the school plan, I either read it at "Opening Exercises," or give the pupils the use of the magazine at odd moments. By this plan the pupils become very interested in their schoolroom and also learn many facts."—*Illinois Popular Educator*.

The North Carolina Flag

[Friends of the Oxford Graded Schools desired to present a North Carolina flag to the school. Superintendent Goode, at once appreciating the spirit as well as the gift, prepared for the reception by having the school to give appropriate exercises. One of the teachers offered a prize to the student of the fifth grade for the best composition on the flag. Little Miss Julia Royster won the prize and her composition is here in full below. It was written in the schoolroom the day before the flag was presented.—Ed.]

No North Carolinian should ever feel ashamed to own his State flag. The first North Carolina flag was simply a coat-of-arms on some colored field. The convention of North Carolina adopted a different flag in 1861. This flag was borrowed by the governor and he lent it to a captain of a company, who carried it to the field of battle, and it was never seen afterwards.

The Legislature of 1885 passed a bill pertaining to the present State flag. Its colors, red, white, and blue, suggest freedom, and the one star on a field of blue, stands for North Carolina. The letters N. C. are on the flag and above this is a scroll of yellow, on which is written, May 20th, 1775, which is the date that the Mecklenburg Declaration was signed. The other date, April 12th, 1776, was when the North Carolina Legislature sent her delegates to Philadelphia (then the capital of the United States) to vote for our independence.

The difference between the United States flag and the North Carolina flag is that the United States flag has forty-six stars on its field of blue and thirteen stripes, while the North Carolina flag has only one star and two stripes.

Every man that is a patriot should be ready to die for his country at any time. Every one can be of some good to his State, and everyone should try to be.

"Ho! for Carolina! that's the land for me;

In her happy borders roam the brave and free;

And her bright-eyed daughters, none can fairer be;

Oh! it is a land of love and sweet liberty."

COUNTY TEACHERS' ASSOCIATIONS

Craven County

The regular monthly meeting of the teachers of Craven county was held Saturday morning in the court house. Professor Moser, of Dover, presided. The attendance was the largest of any meeting held, about fifty teachers being present. There was great interest taken in all the proceedings, and the papers read were given the closest attention.

Principal Vickers, of Vanceboro school, read a paper on Discipline, the point made being that teachers who could best control themselves would best control the children under them. Mr. Hill, of Riverdale, read a paper on How to Stimulate Educational Interest During Vacation Season. There was general discussion by the teachers on the subject, How to Keep Classes not Reciting Interested. Representative W. C. Brewer, of Craven county, spoke in an interesting way on the Importance of Improving School Houses, and Local School Taxation. A letter was read from R. D. W. Connor, urging the teachers to attend the State Teachers' Assembly meeting at Charlotte, in June.

Reports on school attendance caused some discussion, the report of the Dover school being specially fine in its high percentage. The interest in the matter of school attendance is receiving particular notice just now, as the time is nearing when the JOURNAL's prize will be awarded the county school showing the best attendance during the year.

The summer institute of one month in July, for the county, came up for discussion. Invitations were extended by Dover and Vanceboro, and on motion the latter place was selected. A pleasant diversion was some packages containing apples and bananas, the gift of Mr. F. S. Ernul. The teachers enjoyed the fruit during the meeting.

In the afternoon, through the courtesy of Mr. Linus Sutton, the teachers were given an enjoyable trip on his boat, the Dixie, up the Neuse river, to Rock Spring. The weather was delightful for the water trip and the teachers gave three cheers for Mr. Sutton upon their return home, as they landed at Pollock street. These monthly meetings are proving of great profit, as well as interest to the county teachers.

Gates County

Supt. T. W. Costen, Jr., requested all the teachers of Gates county to assemble at the court house, Gatesville, on February 8, 1908, for the purpose of organizing a Teachers' Association.

Opened 10:30 a. m. The following program was rendered:

Devotional Exercises, Rev. Rufus Bradley.

Purpose of Organization, Supt. T. W. Costen, Jr.

How to Improve School Attendance, Mrs. J. E. L. Morgan.

How to Use a School Library, Miss Virginia Hart.

How to Keep Beginners Interested, Miss Sallie Edwards and Miss Mary Williams.

Woman's Betterment Association, Miss Lelia Moring.

Then the latter was organized and the following officers were elected: President, Miss Lelia Moring, Sunbury; Vice-President, Mrs. J. E. L. Morgan, Corapeake; Recording Secretary, Mrs. T. W. Costen, Jr., Sunbury; Corresponding Secretary, Miss Mary Williams, Gates; Treasurer, Miss Lizzie Eason, Gatesville.

Superintendent Costen announced that there will be one more meeting of the Teachers' Association during the present school term. Then followed the organization. Superintendent Costen suggested that only two officers were needed at present, and the following were elected: President, Supt. T. W. Costen, Jr.; Secretary, Miss Virginia Hart.

Afternoon session open at 2:00 p. m.

Importance of Teachers' Library, Rev. J. M. Roberts.

Plans to Create Interest and School Pride, Mrs. T. W. Costen, Jr.

Pitt County

The March meeting of Pitt County Teachers was held at Greenville on Saturday the fourteenth. Quite an interesting program was carried out. Miss Bessie Harding discussed and illustrated the Ward Method in Reading and Spelling.

Mr. B. W. Spielman, of Kinston, amused and entertained his audience in discussing "Get in the Game and Play Ball," as applied to a teacher.

Mr. A. J. Barwick, of Raleigh, took up the subject of Opening Exercises.

Mr. E. M. Rollins, of Farmville, was on the program for English in the Public Schools, but was absent on account of sickness.

Mr. J. B. Martin, of Bethel, had School Discipline as his subject, but he too was unable to be present on account of sickness.

After announcements by Supt. W. H. Ragsdale the meeting adjourned.

Written in Cornelia's report was: "Low marks on account of irregular attendance."—Teacher.

Early next morning received: "Teacher you are mistakin ef you say Cornelia have been to a dance ef eny body tole you she have been to a dance they are rong she ain't been to no dance an ef she do go to a dance hit ain't no bodys bisness but ourn.—Cornelias ma."

Spring Bird Study in the Schools

By MARY TAYLOR MOORE, School Secretary Audubon Society

"I hear from many a little throat
A warble interrupted long.
I hear the robin's flute-like note,
The bluebird's slenderer song.
Brown meadows and the russet hill
Not yet the haunt of grazing herds,
And the thickets by the glimmering rill
Are all alive with birds."

Spring is drawing near. All about us we see the bursting buds. We feel an occasional warm breath of air that thrills us through and through with a love of springtime and life. In the school-room there is a subdued restlessness. Teacher and pupils alike have felt the thrill of nature's awakening, of the new life about them, and there is an occasional hour when books, mere books, fail to satisfy. Outside the school windows there is life, life, life. Bring some of it into the school-room and there will be a renewed interest in all branches of work.

This is a season of the year when a study of bird life cannot fail to interest the children. It is the season of the greatest activity in the bird world, the time when even the most unobservant cannot fail but notice the birds. Even now they are finding their homes and their nesting places, for this is the season of the great spring migration. Filled with a love of life and home, they are flocking back to us and past us from the far south. It is hard to realize that a winged army hundreds of miles long is moving northward right over our heads. "It travels under cover of night so that unless we listen for the calls of regiments or turn our telescopes to the moon and see them, as black spots crossing its face, we will know nothing about the advance of the main army. But when we go into the fields and woods we can see enough of the travellers to realize what is going on." Some of this army will stop to spend the summer with us while the rest of it will pass on northward.

Even now the birds are awaking us in the mornings with their songs of love for their mates and their hymns of praise for their Creator. Perhaps a little later a few of us will have the pleasure of lying awake after the world is asleep to listen to the mockingbird's exquisite night song. All about us the birds are courting and preparing to build their nests. We cannot fail to see them even though we may not look for them. Children are always interested in birds and bird life and this is a good time to awaken a renewed interest in all school work by devoting a few hours' study to the birds in the world outside.

Where such work is undertaken in the right spirit it will never fail to interest both teacher and pupils. The teacher need not hesitate to undertake this work because she herself knows nothing about birds. She can study them with the children and they can teach her much; for in nearly every grade there can be found some wide-awake boy who knows a great deal about bird life.

It is not necessary to devote a great deal of time to this work. Much may be accomplished by giving an hour a week to the subject. Outside of school hours the children will gladly observe the birds and gather material for this hour's work. In the springtime there are so many birds and so many things to see and learn that one may be overwhelmed if too much is attempted at one time. Do not undertake to study too many birds at once; take one well known bird, for example, the cardinal. Learn where it spends the winter months, whether in this section or elsewhere. If it is not a "permanent resident" note when it arrives in the spring and when it leaves in the fall. Learn all you can about the building of its nest and where it is placed. What color are its eggs? How many young does it raise and does it have more than one brood in a season? What color is the plumage of the young birds? How long do the young remain in the nest? What do the parent birds eat and what do they feed their young? Of what service are they to man? These and many other interesting facts can be learned about one or more birds this spring.

Teachers often feel that they do not like to attempt this work because they have so little material on the subject. Many delightful books about birds have been published. If these can be bought they are sure to prove of great interest. But even when there is no money to buy books teachers can always get some material from the Audubon Societies. The North Carolina Audubon Society, which has its headquarters at Greensboro, will gladly send bird leaflets to teachers who desire them. At present the Society can furnish leaflets and colored and outline pictures of the bluebird, the red-winged blackbird, the cardinal, the goldfinch, the purple finch, the killdeer, the belted kingfisher, and the harbor gull. Any of these leaflets will be sent upon request to any teacher who wishes to use them.

It seems hardly necessary to speak of the value of bird study in the schools. Somehow there seems to be nothing that has a greater power to awaken a love for nature than a study of bird life. We all know how much fuller and richer our lives are made by an awakening of the power to enjoy the beautiful things in the world around us. Then how much we gain when we are taught to see them in childhood! Emerson once said, "Though we travel the world over to find the beautiful we must carry it with us or we find it not." Teachers can help the children "to carry the beautiful with them" by teaching them to love birds and other things in nature. An entirely new world is opened up to any one, young or old, by this study.

"And Nature, the old nurse, took
The child upon her knee
Saying, 'Here is a story-book
Thy father has written for thee.'
'Come wander with me,' she said,
'Into regions yet untrod;
And read what is still unread
In the manuscripts of God.'"

North Carolina Journal of Education

Published Monthly (ten months in the year) at Durham, N. C., by H. E. Seeman.

E. C. BROOKS, Editor.

Directed by an Advisory Board, Representing the State Department of Education; the County and City Schools; High Schools, Academies and Colleges; the Primary Teachers' Association; the Woman's Betterment Association; the Nature Study Society.

SUBSCRIPTION, ONE DOLLAR A YEAR

Make all remittances and address all business correspondence to H. E. Seeman, Publisher, Durham, N. C.

Volume II. APRIL. Number 8.

Why are you going to Charlotte in June?

A State flag was presented to the Oxford graded school on March 7.

In teaching you must get the point of view of the student, else how do you know that he is being instructed?

The Forsyth county teachers in session Saturday, March 7, passed resolutions unanimously in favor of prohibition.

The Winston public schools have their hallways very attractive with appropriate pictures. It is a pleasure to see with what care the halls are decorated.

Raleigh township will vote on raising the taxes for the improvement of schools on April 21. The continued success and the efficiency of the schools depend upon the result.

Who will be president of the Eastern Training School? It is rumored that Hon. T. J. Jarvis, who has been the leading spirit in creating this new institution, will be its first president.

The Wilmington High School publishes a very interesting magazine. We have received the January number. It contains several short stories, school notes, current events and other interesting departments.

The exhibit made by the Raleigh schools has greatly increased the interest of the parents in

the work of the children. The exhibit was a great success. Durham will arrange an exhibit during the month of April.

Supt. S. B. Underwood, of the Hertford graded schools, has prepared in neat pamphlet form a song book for use in his school. It contains 43 popular songs, including hymns, state songs and other patriotic songs.

We shall publish in the June number of the JOURNAL the high school examination questions and the regulations governing these examinations, for the benefit of all teachers who desire to stand the examination in July.

Why can't the colleges and high schools of the State work out a science course for the high schools? It can be done, if we begin on the basis of a logical system, taking the most elemental forms first and working them up to proper college work.

Those who desire to study agriculture, nature study and school gardens as they should be presented in the public schools should avail themselves of the opportunity offered by the May School of the Agricultural and Mechanical College. See article elsewhere.

Hardly a day passes without recording one or more rural libraries and local tax districts in the list of progressive counties. While the material progress is advancing, brethren, remember this, that better supervision and better teaching should progress with equal ratio.

The Southeastern District Association of County Superintendents met at Jacksonville, Onslow county, March 12 and 13. These meetings are always helpful and the superintendents should prepare full reports and publish them for the benefit of other county superintendents.

President Faunce says, "Language and literature are largely matters of imitation and association." This being so, the reading of choice prose and poetry and the committing of some of these to memory are necessary to bring the child into the association with, and imitation of, the best uses of the language.

Supt. W. H. Ragsdale, of Pitt county, has one of the handsomest and best equipped offices to be

found in the State. His board rented an office near the business center of town and equipped it with desks, tables, chairs, file cases, etc. The walls are covered with pictures of school buildings and other decorations. It really appears that that school interest of Pitt county is foremost in the minds of the people.

The High Point graded schools set apart March 14 as school exhibit day. The rooms were especially decorated and the teachers displayed some work of each child. This is a capital idea. Every school in the State should get in touch with the parents this way. It helps the students as well as the parents.

The burning of so many school children in a suburban town of Cleveland should cause the grand jury to report on every graded school in the State. Charlotte, Wilmington, Statesville and other cities did not wait for the grand jury. They have already become active. Every two-story building in the State should be inspected.

The officers of the Teachers' Assembly are planning for a great meeting in Charlotte. All teachers should make their arrangements to attend. Teaching is become a strong profession in North Carolina, and the Teachers' Assembly is becoming to be recognized as a great constructive force. It can do many things to improve the teacher and the profession.

Prof. M. B. Dry, of Wingate, has been selected to succeed Prof. E. L. Middleton as principal of the Cary High School. This is a good selection, for Professor Dry has done a good work at Wingate. The Cary High School, which was built up by Professor Middleton and made to rank with the leading high schools of the State, has bright prospects, and as a State high school it is capable of doing a larger service.

Why not set apart a day before school closes and invite everybody in the neighborhood to come out and see the schoolroom, how you have kept it and the grounds, what the children are doing? Many schools of the State have this custom. It is observed in other states. Collect the best work of the children for the year, arithmetic, spelling, composition, drawing, geography, history, and decorate the walls with this work. Let the children write the invitations and spend a day in getting in close touch with the parents. They will

not only appreciate it, but they will like the school better.

The Norfolk & Southern Railroad has been conducting a corn growers' special train under the auspices of the Agricultural Department of the A. & M. College. The purpose was to run this train through the best agricultural section traversed by the Norfolk & Southern Railroad, stopping at the largest industrial centers and instructing the farmers in the care of the soil, the selection of seed corn and the best methods of cultivation. Such a movement as this will do great good.

The Asheville authorities have taken up seriously the question of safety to school children in the public buildings, and recently the building inspector made a report recommending certain changes. The board of aldermen has ordered one of the buildings closed until the changes ordered by the inspector are made. All the doors of the public school buildings which formerly swung inward have been changed and made to swing outward. It is believed that the changes now being made will make safe every school building in the city in the event of fire or panic.

Johnston county schools are closing. There are, however, three State high schools that will continue for two months longer. The principals of these schools and the county superintendent are live men; they have written letters to the public school teachers of the county and are using every means possible to induce the public school teachers to enter the high schools for better training. This is an excellent activity; and it should be emulated by every county in the State. The way to perpetuate the State high school is to make it serve the whole county.

The Board of Education of the New York city schools decided a few days ago by close vote against corporal punishment. "What do you do with the incorrigible child?" was asked a principal of one of the New York schools a year ago. "He is excluded from the schools," was the reply. We are still old-timey enough to rejoice over the fact that boys in the North Carolina schools may be required to conform to just and reasonable regulations, even if the rod is relied upon as a very present help in time of trouble. Teachers are liable at times to be a little hasty, and it is possible that in a few instances the rod has been

misused, but even in these cases expulsion would have been much more serious. In many instances the school is the only institution that teaches a child obedience. This training is neglected in many homes, and it is a training that we can ill afford to ignore.

The new county of Lee has taken its position as the 98th county to be formed in North Carolina. The county officers have been selected. If it acted as wisely in all other departments as it did in the department of education, the executive work of the county will not suffer. Supt. R. W. Allen, of the Sanford city schools, was made county superintendent. This is a wise selection. In the first place Superintendent Allen is a strong man and in the second place it is the proper thing to have one man over all the schools of the county. A better school spirit will be the result, and there will be a closer sympathy existing between the county and the city teachers.

What an awful fire in Cleveland, Ohio! One of the schools in the suburbs was burned to the ground and over half of the children and two teachers were burned to death. It was a three-story building and contained over 300 children, and when the fire alarm sounded everybody was unprepared. Even the doors were locked, and children crowded together in hallways were consumed in heaps. This should be a warning to all superintendents in North Carolina. It seems impossible that a building full of living individuals with janitors and firemen going in and out, could be on fire and so far gone that the officers did not have time to open the doors and march the children out. Yet such was the case, and such may be the case in North Carolina. It is not an unusual thing for the janitors to lock the doors on very cold days in order to keep the heat in the buildings, but what a lesson for Cleveland, Ohio! Our best schools have fire drills. All of them should have, yet a plenty of exits is as necessary as fire drills. This is one thing that the grand jury should always attend to.

Where Summer Schools Will Be Held

The State Normal and Industrial College at Greensboro will lead off by offering a spring term to teachers in April and May. The Agricultural and Mechanical College, of Raleigh, has arranged a May School for teachers who wish to follow any line of nature study.

The University will conduct a summer school beginning June 10th and lasting four weeks, for the benefit of high school teachers. Trinity College, Durham, N. C., will begin a summer school the 22nd of June for the special benefit of the Durham county teachers and others who may wish to attend. Craven county will hold a month's summer school at Vanceboro during July. McDowell county will hold a two weeks' institute at Marion beginning June 29.

Now that the season is coming on when teachers must begin to plan for some summer work, the Editor of the JOURNAL would be glad to have the date, place and conductor of all county institutes for publication in the May and June numbers. The teachers of the State wish to know when these institutes are to be held. There are always several counties each year that do not hold institutes and the teachers in these counties wish to attend in some other county.

Many teachers each year go outside the State. So far Cornell University, of Ithaca, N. Y., the Summer School of the South, at Knoxville, the University of Virginia, at Charlottesville, have arranged attractive courses. And North Carolina teachers would do well to consider them.

How to Preserve School Books

Ever since different states began to adopt either compulsory or optional laws to supply textbooks free to pupils, it has been a problem, how to keep them sanitary and in good condition for a period of years. Massachusetts about 27 years ago adopted the first compulsory free text-book law, and the various cities and towns adopted the "Holden system for preserving books." The demand for this system has spread all over the United States, because it has proven the simplest and most *economical* plan which has ever been tried. The outside is protected by a heavy waterproof and germproof adjustable book cover, which lasts a year and receives the soiling instead of the book itself. At the end of the year a clean cover is substituted when the book goes to the next scholar. All damages of any description—torn leaves, loose leaves, backs detached or weakened—are repaired by the articles comprising this system.

Several cities and towns have sent in annual orders for 26 years, and a comparison of the cost per scholar per annum by this plan, shows the difference between 46 cents and \$1.25 in favor of this system. This saving represents millions of dollars annually for the United States public schools, so it is not surprising that the demand has grown steadily every year for over a quarter of a century. The Holden Patent Book Cover Co., Springfield, Mass., treat every school board alike, large or small. *One price to all.*

Our Friend, the Cow

By MARIANA COBB GAREISSEN, of Goldsboro Graded Schools.

"Bessie," called her father, "would you like to go to ride?"

"Yes, sir," cried Bessie, as she ran out of the dairy where she had been helping her mother with the churning.

"I think the cow does more for us than the horse," she said, climbing up into the buggy.

Bessie called all the animals about the farm her friends. She liked to compare her animal friends and to talk about them with her father and mother.

"The horse works for us, but the cow gives us so much," she went on, thinking of the dairy with the bowls of milk and cream, the sweet yellow butter and the fragrant cheese.

"The cow gives us many things besides milk, butter and cheese," said her father. "If you will keep your eyes and ears open I think you may find out some of her other gifts."

At that moment a wagon passed. Bessie wondered what it could be that she saw in the wagon. Was it wood? But no, she had never seen such white wood and such queer looking pieces.

"Father," she asked, "what has that man in his wagon?"

"Bones," answered her father.

"Bones!" exclaimed Bessie. "What kind of bones? What is he going to do with them?"

"He is taking them to the button factory," explained Father. "When the cow dies, her bones are made into buttons, large and strong, for childrens' clothes. Sometimes the bones are ground into dust. The farmer scatters the bone dust over his fields to feed the roots of his grain and potatoes, his cotton and tobacco."

"Oh! yes," cried Bessie. "I remember you put it over the garden to make the vegetables grow, and you called it 'fertilizer.'"

Presently they stopped at a new house that was almost finished.

"Look about," said Father, "and let's see if you can find out how cows help build houses."

"Do cows help build houses?" exclaimed Bessie, in great surprise.

"Come and see," answered a workman. He was mixing lime and sand with water in a great box-like trough.

"What are you putting in now?" asked Bessie, as he shook something out of a coarse bag. "It looks like hair,—funny, short, red hair. Why do you put hair into your plaster?"

"To bind it," answered the plasterer. "If you left out the hair, the plaster would crumble and our walls would be ruined."

"It looks like cow's hair," said Bessie. "I think this must be the way the cow helps build houses."

"Yes," said the plasterer, "the cow gives her hair to make the plaster strong."

As Mother was smoothing Bessie's hair for dinner, she exclaimed, "Why, you have a new

comb. The old one was black, but this is almost white. Where did you get it?"

"A gift from the cow," replied Mother. "What do you think it is made of?"

Bessie held the comb with a puzzled look.

"I don't think it's bone," she said. But it was made from something hard. The hoofs aren't long enough to make a comb. Oh! I know! I know! The cow's horns!"

"Yes," said her mother, "the cow gives her horns to make combs."

"Bessie, will you have some beef?" asked Father when they were seated at the table.

"Yes, thank you," said Bessie, passing her plate.

"Thank the cow," said her father. "She gave you the beef. It is the cow's flesh."

"When I was a little girl," said Grandmother, "we used to thank the cow for lights, too. That was before anybody ever heard of lamps. We had to burn candles. They were made from the fat of the cow's flesh, which is called tallow."

As Bessie was helping Mother with the dishes, she broke the handle off her own little cup. She was beginning to cry, but Mother said, "Let us see if our friend, the cow, can't mend it for us."

Bessie was so astonished to think a cow could mend a broken cup that she dried her eyes at once.

Mother got the glue bottle and while she gummed the edges of the handle and stuck it back on the cup she told Bessie how the cow's hoofs are put into great vats and boiled and made into glue.

"What shall I tell you for a bed time story?" asked Mother, as she undressed Bessie. "Tell me more about the cow's gifts," said Bessie. "Does she give me anything to wear besides buttons?"

"Oh, yes," said Mother, "but I think I shall let you guess what."

"It can't be my hair-ribbon," said Bessie, beginning at the top. "The silk worm gave me that. Nor my dress, for that grew on the cotton-plant. Nor my flannel petticoat, for the sheep gave me that."

So she guessed on till only her shoes were left.

"Is it my shoes?" she asked.

"Yes," said her mother. "The cow gives you her skin to make shoes."

"But the cow's skin has hair on it," cried Bessie. "My shoes have no hair on them."

"When the cow dies," her mother told her, "the skin is taken off. All the hair is scraped from it and given to the plasterers. The skin is sent to the tan yard and made into leather. The shoe-maker then makes the leather into shoes."

When Bessie had told Father, Mother and Grandmother good-night, she wanted to say good-night to the cow. So Father opened the window and Bessie called out into the starry darkness, "Good-night, friend cow, and thank you for your gifts to eat, your gifts to use, and your gifts to wear."

University of North Carolina Summer School for Teachers

The University Summer School for Teachers will be conducted on the same general plan as that of last summer. It will open on Wednesday, June 10, and continue for six weeks, closing July 21.

COURSES OF INSTRUCTION.

Courses will be offered in English, Latin, History, Mathematics, French, German, Physics, and Library Administration. The instruction in these branches will be given by regular members of the University faculty. The work will be thorough and of a high order, and will be designed especially to meet the needs of those teachers who are striving to equip themselves for better service. Only solid work will be attempted and only earnest workers are invited to come.

THOSE WHO MAY BE BENEFITED.

1. Teachers in high schools and those intending to teach who desire better general training for their work.

2. Teachers who desire special training in any department. The work will be so graded that a teacher can obtain special training and make considerable progress by attending two or three summers in succession.

3. Teachers in the elementary schools who wish to improve their general scholarship.

4. Prospective students of the University who wish to make up deficiencies in their entrance requirements.

THE GROWTH OF PUBLIC HIGH SCHOOLS, AND THE DEMAND FOR HIGH SCHOOL TEACHERS.

The growth of public high schools in North Carolina causes an increasing demand for well-equipped high school teachers and principals. During the past two years the University has had calls for about two hundred men to engage in educational work in this and other Southern States. It has been able to supply barely one-third of that number. This demand for better trained teachers is becoming more and more insistent all over the South and it means greater opportunity for the teacher who is preparing himself to fill a higher position this year than he filled last. To be able to do this is the ambition and constant aim of every true teacher. The University is maintaining the Summer School in order that it may better serve the schools by sending into them more efficient teachers and that it may better serve the teachers by giving them an

PHONICS IN READING

A MANUAL by M. W. HALIBURTON

Supervisor Primary Work, State Normal School, Farmville, Virginia

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opportunity to improve their scholarship and fit themselves for better work.

EXAMINATIONS AND CERTIFICATES.

At the close of the term regular examinations will be held, and certificates will be issued upon the satisfactory completion of all courses pursued.

Those teachers in the Summer School who wish to apply to the State Board of Examiners for the High School Teacher's Certificate or the Five-Year State Certificate, will be allowed to take the examinations for those certificates at the close of the term. This arrangement will be of especial advantage to teachers who expect to take either of those examinations, for otherwise they would be required to return to their respective counties early in July in order to do so. This plan, however, gives them an opportunity to review thoroughly the main subjects on which they are to be examined, and then to take the examinations at a time when they should be best able to pass them successfully. Teachers who take either of those examinations will be excused from the regular examinations mentioned in the paragraph above.

FEES AND EXPENSES.

The only charge, for teachers, will be a registration fee of \$3.00; for others, there will be an additional charge of \$10.00 for tuition. Board

and lodging can be obtained in the village at reasonable rates, varying from \$10.00 to \$20.00 a month.

COURSES OF INSTRUCTION.

ENGLISH.

Mr. J. M. Grainger—

1. Grammar and Composition. Especial attention to the analysis of sentences and the application of the principles of grammar in composition. Frequent written exercises will be required, and the written work will be discussed in the classroom. Text-book: *Our Language—Grammar*. Six hours a week.

2. Literature. The literature required for entrance to the leading colleges of the United States will form the basis of this course. Methods of teaching, lectures, readings, and class discussions. Six hours a week.

HISTORY.

Dr. J. G. deR. Hamilton—

1. The History of England. Lectures and assigned readings. Text-book: *Walker's Essentials in English History*. Six hours a week.

2. The History of the United States to the close of Reconstruction. Lectures and assigned readings. Text-book: *Hart's Essentials in American History*. Six hours a week.

3. A course of six lectures and discussions on the place of history in secondary schools and methods of teaching will be given to those students taking either course 1 or 2 in history.

LATIN.

Dr. George Howe—

1. Elementary course. Pronunciation, inflection, syntax of cases and verbs; special study of the subjunctive, indirect

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EQUIPMENT OF THE UNIVERSITY.

The University has a campus of 48 acres with 19 buildings, exclusive of residences and small buildings. Among the newer buildings are the Bynum Gymnasium, the Chemical Laboratory, the Y. M. C. A. Building, the Library, and the Infirmary. The total value of buildings and equipment exceeds \$800,000. The University has an annual income of \$135,000, the faculty numbers 80 teachers, the number of students enrolled last year was 731.

THE NEW LIBRARY.

A handsome, well-designed building has been provided for the library. The cost when complete will be about \$70,000. It is in charge of a librarian, an assistant, and four student assistants. The library contains now about 50,000 books and there is excellent opportunity for the work of the general body of students and for research and investigation on the part of advanced workers.

GRADUATE SCHOOL.

This offers special advanced instruction above the Collegiate Department; it offers fifty-six courses. Graduates of other colleges are admitted without charge for tuition.

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There are two departments; two years at Chapel Hill and two years at Raleigh. These departments are well equipped, having in all 23 instructors.

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2. Course either in Virgil's *Aeneid*, books I-VI, or in Cicero's Orations Against Catiline. Translation and syntax. Text-book: Any standard text of Virgil's *Aeneid* or of Cicero's Orations against Catiline. *Six hours a week.*

3. Course in Livy and Horace's Odes, alternating with course 2. Text-book: Any standard text of Livy and of Horace's Odes. *Six hours a week.*

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tion, Quadratic Equations, etc. Text-book: Fisher and Schwatt's *Secondary Algebra*. *Six hours a week.*

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Each week during the Summer School there will be one or two special lectures to all teachers. These lectures will be upon topics of vital interest to every teacher and will be of genuine help to all.

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Hon. J. Y. Joyner, State Superintendent of Public Instruction.

Dr. F. P. Venable, President of the University of North Carolina.

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Dr. C. Alphonso Smith, Dean of the Graduate School and Professor of the English Language in the University of North Carolina.

Mr. H. H. Williams, Professor of Philosophy in the University of North Carolina.

Mr. E. C. Brooks, Professor of Education in Trinity College.

Mr. F. M. Harper, Superintendent Raleigh City Schools.

Professor J. I. Foust, President of the State Normal and Industrial College, Greensboro.

Mr. Allen J. Barwick, of the State Department of Education, Raleigh, N. C.

For further information, address

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Chapel Hill, N. C.

MAY SCHOOL FOR TEACHERS

By President Geo. T. Winston

I am glad to announce a May School for teachers at the North Carolina College of Agriculture and Mechanic Arts, West Raleigh. The chief subjects of instruction will be agriculture, nature study and school gardens. There will be also a review of the public school branches. The school will comply with the law concerning teachers' institutes, and teachers attending it will not be required, under the law, to attend any other summer school, or teachers' institute.

Instruction in agriculture will be based on the text-book adopted for use in the public schools

by the State Board of Agriculture, to-wit: Agriculture for Beginners." This little book will be taught from beginning to end; and teachers will learn how to teach it in their schools by having it taught to them in the May School. The chief teacher will be Prof. F. L. Stevens, of the chair of Botany and Plant Pathology in the College, a most delightful and gifted teacher, an experienced scientific investigator and an accomplished scholar. Simple apparatus and experiments, such as can be made and employed in any school, will be used by Dr. Stevens. The other professors in the Agricultural Faculty of the College will assist, as they may be needed, in laboratory work, demonstrations and field excursions. For example, Professor Reimer (Horticulture) will teach budding, grafting and other practical work in horticulture; Professor Michels (Dairying) will exhibit and give practical instructions to those desiring it in using cream separators, churning, butter coloring and making the Babcock test to determine the per cent of cream in milk samples. It is not intended that teachers shall teach these things in the public schools; but, if they have seen these operations and understand them, they will teach better other subjects relating to dairying. Professor Smith (Entomology) will teach and demonstrate in field, orchard and laboratory, concerning insects injuri-

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8. OBSERVATION IN THE TRAINING SCHOOL.

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J. I. FOUST, President, - - - **Greensboro, N. C.**

ous to plants; reptiles, birds, etc. Professor Jeffery will teach about poultry, and give practical demonstrations with incubators and all other poultry machinery. Prof. C. B. Williams (Agronomy) will teach about soils, fertilizers, and seed selection.

The school will have about two or three hours daily instruction in the above subjects. Should a teacher become specially interested in any particular subject of those named above, he or she may have special extra instruction and may devote two or three hours daily to this special line, besides the regular work of the class.

Nature study will be taught by Dr. Stevens and Professor Smith. The instruction will relate to plants and insects. It will be intended for the more elementary grades in the public schools, while the instruction in agriculture will be intended for pupils in the higher grades. Nature study may begin even in the kindergarten, and may be made a most valuable means of general culture as well as a foundation for later scientific study and investigation and for study of agriculture. Nature study and school gardens will be found most helpful in city schools. These two subjects are now included in the curriculum of all progressive city schools.

School gardening will be taught by Prof. F. M. Harper, Superintendent of the Raleigh city schools, recently superintendent of the Athens,

Ga., schools. Professor Harper had large and successful experience with school gardens in Georgia. He is a native North Carolinian, well acquainted with our State and our people. His instruction will be intensely practical; the school gardens are already being made (in March); his pupils in Raleigh schools are doing the work. He will show teachers who attend the May School how valuable a school garden is and how to make one a part of every school.

The public school studies will be reviewed by special teachers from the faculty of the State Normal School at Greensboro—lectures on methods of teaching, managing, discipline, etc., will be given by Prof. Z. V. Judd, Superintendent Wake county schools.

The May School will be under the joint management of Prof. F. L. Stevens, Supt. Z. V. Judd, and Prof. F. M. Harper.

There will be no charge for tuition and no fees. Table board will be furnished at the college at \$2.50 a week. Lodging at reasonable rates may be had nearby. The session will last two weeks, with an opportunity for those so desiring to stay two weeks longer for additional study.

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the special work of the school should not come to it, but should go to some other summer school or teachers' institute, where emphasis is laid on the subjects they are specially interested in. We shall have room for not over 50 teachers.

GEO. T. WINSTON, President.

West Raleigh, N. C., March 25, 1908.

American Nature-Study Society, organized at Chicago, January 2, 1908, for the advancement of all studies of nature in elementary schools. The Council for 1908 consists of: President, L. H. Bailey (N. Y.); Vice-Presidents, C. F. Hodge (Mass.), F. L. Stevens (N. C.), V. L. Kellogg (Cal.),

W. Lochhead (Canada), F. L. Charles (Ill.); Directors, D. J. Crosby (D. C.), C. R. Mann (Ill.), S. Coulter (Ind.), H. W. Fairbanks (Cal.), M. F. Guyer (O.), O. W. Caldwell (Ill.), G. H. Trafton (N. J.), F. L. Clements (Minn.), Ruth Marshall (Neb.), C. R. Downing (Mich.); Secretary, M. A. Bigelow (N. Y.). The Council will publish The Nature-Study Review (sample copy free) as the official organ, and send it free to members whose annual dues (\$1.00) are paid in advance. Teachers and others interested in any phase of studies of nature in schools, are invited to send applications for membership. Simply write (1) name, (2) official position or occupation (for directory to be printed), (3) Permanent address; and mail to Secretary, A. N. S. S., Teachers College, New York. For full information see the official journal for January, 1908.

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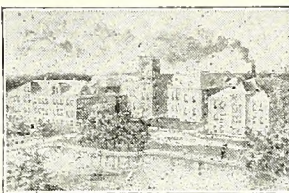
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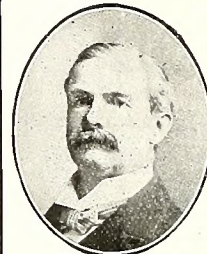
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N. C. Journal of Education—April.

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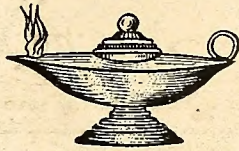
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MAY, 1908



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North Carolina Journal of Education

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Vol. II

DURHAM, N. C., MAY, 1908

No. 9

Charlotte's Welcome

"The people of Charlotte and the teachers of Mecklenburg county are facilitating themselves over the decision of the executive committee in having named Charlotte for the next session of the North Carolina Teachers' Assembly. The people of Charlotte will take prideful interest in attending to the pleasure of the host of such visitors. In the midst of all such labors of the mind, there will also be no want for great courtesies for men and women who have given their lives to the work of education. So everybody is delighted at the choice of the executive committee and will enjoy to the fullest the combined intellectual and social privileges to be afforded by the occasion."
—*Charlotte Daily Observer.*

To the Teachers of North Carolina

When the North Carolina Teachers' Assembly meets in Charlotte on June 16th next, it will be to celebrate its twenty-fifth anniversary. Your executive committee has labored earnestly to prepare for a meeting that will be worthy of the occasion. They think they have done their part. The rest remains with you. You must realize that no matter what preparations they may make, no matter what sort of program they may offer, no matter how much the city of Charlotte may do, a successful meeting cannot be held unless the teachers of the State are loyal enough, or sufficiently alive to their own interests, to attend.

The program includes educational leaders of national reputation, and some of the men and women who are leading the school work in our own State. They are all practical teachers, familiar through experience and study, with practical school problems. They will be present throughout the session, so that the Assembly will be really a great institute or summer school, conducted by some of the best educational authorities of the United States.

Besides the attractions offered by the program, Charlotte is one of the most interesting cities in North Carolina; and the city, through its various organizations, will coöperate with the Assembly in every way possible, to make the meeting a great success. A magnificent auditorium has just been completed, and placed at the disposal of the Assembly. The executive committee of the Assembly is enabled to present the program which we have prepared only through the generosity of the citizens of Charlotte, who have subscribed funds sufficient to justify such a program.

There is no city in the State which ought to appeal more to the teachers of North Carolina children than the historic city of Charlotte. It was, as you know, the "Hornet's Nest" of the Revolution; it is called, as you know, "The Queen City of North Carolina" of today. In the city and vicinity are many places of historic interest with which every teacher of North Carolina children ought to be familiar.

Everything possible has been done to reduce the cost of attending this session. The railway fare will be smaller than heretofore. The best board and lodgings has been offered at rates ranging from 75 cents to \$1.50 per day. In addition to your railroad fare, therefore, \$10 ought to cover your total expenses in attending this session.

The Teachers' Assembly has always stood for the teachers of the State, and stands today for their welfare. It has done more to improve their condition than all the other agencies in the State combined. It has stood for local taxation, for better schoolhouses, for better salaries, for better training of teachers; and all these things at a time when it was not popular to do so.

The teachers who attend these sessions are the most progressive and the most ambitious teachers in the State, and you can ill afford not to come in contact with them and be one of them. We ought to have at this meeting not less than 1,500 North Carolina teachers. Let us all pull together, therefore, and make our twenty-fifth anniversary our greatest meeting. Make your plans now to meet the other 1,499 teachers who are expected to be at Charlotte, June 16th to 19th.

Write to me for any information that you want. Very truly yours,

R. D. W. CONNOR, Secretary.

North Carolina Teachers' Assembly

Twenty-fifth Anniversary, June 16-19, 1908*

OFFICERS OF THE ASSEMBLY.

President—J. A. Matheson, State Normal College.

Vice-President—T. R. Foust, Superintendent Guilford County Schools.

Secretary—R. D. W. Connor, North Carolina Historical Commission.

Executive Committee—J. A. Matheson, *ex officio*; R. D. W. Connor, *ex officio*; R. T. Vann, Baptist University for Women; F. L. Stevens, A. & M. College; C. L. Coon, Superintendent Wilson City Schools; W. T. Whitsett, Whitsett Institute; W. H. Ragsdale, Superintendent Pitt County Schools; R. J. Tighe, Superintendent Asheville City Schools.

PROGRAM.

TUESDAY EVENING, JUNE 16.

- 8:15—8:30. Address of Welcome on behalf of the City, T. S. Franklin, Mayor of Charlotte.
 8:30—8:45. Address of Welcome on behalf of the City Schools, Alexander Graham, Superintendent of the City Schools.
 8:45—9:00. Response to Addresses of Welcome, T. R. Foust, Vice-President of the Assembly.
 9:00—9:30. Address, Hon. Robert B. Glenn, Governor of North Carolina.
 9:30—10:00. Address, "How to Decrease the Death-rate among School Children," C. W. Stiles, M. D., Chief of Division of Zoölogy of the U. S. Public Health and Marine Hospital Service.

WEDNESDAY MORNING, JUNE 17.

- 10:00—11:30. Section of City Superintendents.
 Section of County Superintendents.
 12:00—1:30. Section of Primary Teachers.

WEDNESDAY AFTERNOON, JUNE 17.

- 3:00—5:00. Woman's Association for the Betterment of Public Schoolhouses and grounds.
 4:00—5:00. Section of City Superintendents.
 Section of County Superintendents.
 6:00—8:00. Reception to the Assembly by the Woman's Club of Charlotte.

*The program has been arranged so that the evenings are given up to general sessions of the Assembly, the mornings and afternoons being devoted to the session of the various sections.

In arranging the sessions of the sections care has been taken to avoid as far as possible conflicting meetings of those sections whose members are interested in each other's work. Thus the superintendent is as much concerned in the work of the primary teacher as in his own work; hence, the session of the primary teachers and the superintendents do not conflict, and each can attend the other's meetings. The primary teacher and the county superintendent are particularly interested in the work of the Betterment Association; hence, their sessions are arranged to avoid conflicts, etc.

It is hoped that members of the Assembly will attend as many of the sections as possible, as all teachers are more or less interested in all phases of educational work.

WEDNESDAY EVENING, JUNE 17.

- 8:30—9:15. Address, "The School and the State," P. P. Claxton, Professor of Pedagogy in the University of Tennessee.
 9:15—9:30. Music.
 9:30—10:00. Annual Address of the President, J. A. Matheson, Professor of Pedagogy in the North Carolina State Normal and Industrial College.

THURSDAY MORNING, JUNE 18.

- 10:00—11:30. County Superintendent's Section. City Superintendent's Section. Section of High Schools and Academies.
 12:00—1:30. Section of Primary Teachers.

THURSDAY AFTERNOON, JUNE 18.

- 3:00—4:00. Section of High Schools and Academies. Section of Primary Teachers.
 4:00—5:00. Section of County Superintendents.

THURSDAY EVENING, JUNE 18.

- 8:30—9:15. Address, "The Common School," F. G. Blair, Superintendent of Public Instruction of Illinois.
 9:15—9:30. Music.
 9:30—10:15. Address, Seaman A. Knapp, United States Department of Agriculture.

FRIDAY MORNING, JUNE 19.

- 10:00—11:30. Section of City Superintendents. Section of High Schools and Academies. Woman's Association for the Betterment of Public School Houses and Grounds.
 12:00—1:30. Section of County Superintendents. Section of Primary Teachers.

FRIDAY AFTERNOON, JUNE 19.

- 3:30—4:30. Annual Business Meeting.

FRIDAY EVENING, JUNE 19.

- 8:30—9:15. Address, "Friends and Foes to Education," Charles W. Kent, Professor of English Literature in the University of Virginia.
 9:15—9:30. Music.
 9:30—10:15. Address, "Schools and People of Other Lands," O. T. Corson, Editor of the Ohio Educational Monthly.

SECTION OF COUNTY SUPERINTENDENTS.

President, Hon. J. Y. Joyner.

WEDNESDAY MORNING, JUNE 17.

- 10:00—11:30. "The Country School and Its Work," F. G. Blair.

WEDNESDAY AFTERNOON, JUNE 17.

4:00—5:00. "The County Superintendent as a Supervisor," F. G. Blair and H. A. Hayes, Superintendent Schools of Rockingham County.

THURSDAY MORNING, JUNE 18.

10:00—11:30. "The Country School Teacher," F. G. Blair and J. Howard Campen, Principal Apex Public School.

All members of the Assembly are invited to attend the sessions of this section.

SECTION OF CITY SUPERINTENDENTS.

President, Supt. I. C. Griffin.

WEDNESDAY MORNING, JUNE 17.

10:00—11:30. "The Superintendent's Authority," O. T. Corson, and A. E. Woltz, Superintendent City Schools of Goldsboro.

WEDNESDAY AFTERNOON, JUNE 17.

4:00—5:00. "The Teacher's Freedom," O. T. Corson, and Harry Howell, Superintendent City Schools of Washington.

THURSDAY MORNING, JUNE 18.

10:00—11:30. "The Superintendent and the Board of Education," O. T. Corson. General Discussion.

FRIDAY MORNING, JUNE 19.

10:00—11:30. "Some High School Problems," O. T. Corson. "Science in the Elementary and the Secondary School," Charles L. Coon, Superintendent City Schools of Wilson.

All members of the Assembly are invited to attend the session of this section.

SECTION OF PRIMARY TEACHERS.

President, Miss Mary Owen Graham.

WEDNESDAY MORNING, JUNE 17.

12:00—1:30. "The Relation of the Primary School to the Home," P. P. Claxton. "Reading and Literature in the Primary school," Miss Sue Porter, Baptist University for Women.

THURSDAY MORNING, JUNE 18.

12:00—1:30. "The Relation of the Primary School to Later School Life," P. P. Claxton, and W. D. Carmichael, Superintendent City Schools of Durham.

THURSDAY AFTERNOON, JUNE 18.

4:00—5:00. "Adjustment of Courses of Study in the Primary School," P. P. Claxton, and Frank M. Harper, Superintendent of the City Schools of Raleigh.

FRIDAY MORNING, JUNE 19.

12:00—1:30. "The Primary Teacher's Preparation," P. P. Claxton, University of Tennessee, and M. C. S. Noble, University of North Carolina.

All members of the Assembly are invited to attend the sessions of this section.

SECTION OF HIGH SCHOOLS AND ACADEMIES.

President, Colonel Robert Bingham.

THURSDAY MORNING, JUNE 18.

10:00—11:30. "The Problems that Confront Us," Charles W. Kent, and N. W. Walker, Professor of Secondary Education in the University of North Carolina.

THURSDAY AFTERNOON, JUNE 18.

3:00—4:00. "The High School and the College," Charles W. Kent, and H. P. Harding, Principal of the City High School of Charlotte.

FRIDAY MORNING, JUNE 19.

10:00—11:30. "The High School and Community Life," Charles W. Kent, and G. E. Lineberry, Principal of the Winterville High School.

All members of the Assembly are invited to attend the sessions of this section.

WOMAN'S ASSOCIATION FOR THE BETTERMENT OF PUBLIC SCHOOL HOUSES.

President, Mrs. W. R. Hollowell.

WEDNESDAY AFTERNOON, JUNE 18.

3:00—5:00. Address of the President, Mrs. W. R. Hollowell. Report of the Recording Secretary. Report of the Corresponding Secretary. History of the Betterment Work, Miss Lewis Dull. Reports from County Associations. Appointment of Committees.

FRIDAY MORNING, JUNE 19.

10:00—11:30. Reports from County Associations continued. Address, "Ways and Means of Carrying on the Work," J. Y. Joyner, Superintendent of Public Instruction of North Carolina. Reports of Committees. Election of Officers.

All members of the Assembly are invited to attend the sessions of this Association.

SPECIAL NOTICES.

Those who expect to attend the session of the Teachers' Assembly at Charlotte, June 16-19, will save themselves and others much worry and trouble by reading *carefully* the following important notices.

SESSIONS.

The first session of the Assembly will be held Tuesday evening, June 16, beginning at 8:30 o'clock in the auditorium. All teachers should be present at this opening session.

FEES.

The membership fee is \$2.00 for men, \$1.00 for women. Those who purchase railroad tickets at

stations on the Southern Railway and the Seaboard Air Line Railway will purchase with their tickets membership coupons, which will be exchanged later for Assembly Membership Certificates.

No person can participate in the sessions of the Assembly except members.

RAILROAD RATES.

The leading railroads will sell round-trip tickets to the Assembly at reduced rates. Those purchasing tickets at stations on the Southern Railway and the Seaboard Air Line Railway will pay \$2.00 extra for membership coupons for the Assembly. Women purchasing this ticket will be refunded \$1.00 by the Secretary of the Assembly.

Be certain to make inquiries of your ticket agent *several days before starting* whether he has received instructions to sell these tickets at reduced rates. If not, ask him to take up the matter with the proper authority and get the necessary instructions.

If the railroad agent claims to have no authority to sell at a reduced rate, pay the regular fare, and take from him a receipt for the same, stating that you applied for a ticket at the reduced rate, which was refused, and that you are to attend the Teachers' Assembly.

Every year some teachers have trouble about their tickets because they don't follow this course. It is easier to arrange the matter beforehand than it is afterwards.

BUREAU OF INFORMATION.

A Bureau of Information will be established at the Union Station in Charlotte and one at the offices of the Greater Charlotte Club, in the City Hall. All teachers should report at once upon arrival in the city at one of these places, whether their rooms have been engaged previously or not, and information will be given about reaching their boarding places, transferring their baggage, etc. To neglect to do this will cause trouble and worry.

BOARD AND LODGING.

Accommodation in first-class boarding houses and in the Presbyterian College will be given at rates of \$1.00 and \$1.50 per day.

The Presbyterian College will be open to women only. The College is conveniently situated, has large roomy parlors, class rooms, large, cool, and pretty grounds. A matron will be in charge, and the building will be entirely at the disposal of the teachers. Teachers who expect to stay at the College must carry their own towels, sheets, pillow-cases, spreads, napkins, etc. About 225 can be accommodated there.

Arrangements for entertainment at private boarding houses and at the College can be made by the teachers before they leave their homes by writing to *Mr. W. T. Corwith*, Secretary of the Greater Charlotte Club. It is advisable that teachers follow this course as it will save worry, trouble, and confusion, and will assure those who

follow it of good accommodations at reasonable cost.

The hotels offer the following rates:

Selwyn, American plan, per day...\$3.00—\$4.00
Selwyn, European plan, for room...\$1.50
Buford, American plan, per day...\$2.50
Two in a bed, per day...\$2.00
Central, American plan...Same as the Buford
Leland, American plan, per day...\$1.25—\$1.50
Queen City, American plan, per day...\$1.25
Charlotte, American plan, per day...\$1.00
Gem, European plan, per day...\$0.75—\$1.00

Those who wish to secure accommodation at hotels before reaching Charlotte can do so by writing to the proprietors.

SOCIAL.

Wednesday afternoon, June 17, from 6 to 8 o'clock, a delightful reception will be tendered to the members of the Assembly by the Woman's Club of Charlotte, to which all members of the Assembly will be cordially welcomed.

Other pleasant social features will be announced later.

FURTHER INFORMATION.

Anybody desiring further information relative to any matter connected with the session may obtain it at the cost of two cents by addressing a letter to the secretary. A postal card will do as well as a letter; in that event the cost will be but one cent.

It is far better to ask information and act intelligently than to blunder along in the dark and then complain of bad management afterwards.

RAILWAY FARES TO CHARLOTTE.

Below is given the round-trip fares to the Assembly at Charlotte from a few of the more important junction points in the State. From them teachers will be able to calculate about the cost of round-trip ticket from any other point in the State. Those who purchase tickets at stations on the Seaboard Air Line and Southern Railroads will add two (\$2.00) dollars for membership fee into the Assembly, \$1.00 of which will be refunded to women. Those who purchase tickets from other railroads will pay the fee after reaching Charlotte.

ROUND-TRIP FARE TO CHARLOTTE FROM

Raleigh.....	\$7.10	Asheville.....	\$ 5.90
Weldon.....	9.90	Statesville.....	1.90
Henderson.....	7.70	Salisbury.....	1.90
Durham.....	6.10	Hendersonville	
Selma.....	7.50	(via Asheville)	6.70
Goldsboro.....	8.30	Murphy.....	10.90
Rocky Mount.....	9.10	Wilkesboro	
Hamlet.....	3.10	(via Barbers)	6.30
Maxton.....	4.10	Wilkesboro	
Wilmington.....	7.50	(via Greensboro)	7.50
Fayetteville.....	5.50	Taylorsville.....	2.70
Sanford.....	5.30	Beaufort.....	12.90
Greensboro.....	3.90	Morehead City.....	12.90
Winston-Salem		New Bern.....	11.30
(via Barbers)	3.50	Washington.....	11.90
Winston-Salem		Elizabeth City.....	15.30
(via Greensboro)	4.50	Edenton.....	15.30

R. D. W. CONNOR, Secretary,
Raleigh, N. C.

THE STRANGER WITHIN OUR GATES

SEAMAN A. KNAPP.

Dr. Seaman A. Knapp, of the United States Department of Agriculture, speaks with authority on all phases of the problems connected with the teaching of agriculture. He has been a teacher and understands educational principles; he is a farmer and understands agricultural problems. He was professor of agriculture in the Iowa State Agricultural College, and afterwards president. He has also been president of various agricultural associations. In 1898 the United States Department of Agriculture sent him to Japan, China, and the Philippines, and in 1900 to Porto Rico to report on the agricultural conditions and resources of those countries.

When the boll weevil visited the Southwestern States and threatened to destroy the cotton crop, the Department of Agriculture selected Dr. Knapp to make the fight against the pest, and this he did successfully. He is at present in charge of the Farmers' Coöperative Cotton Demonstration Work, conducted under the direction of the United States Department of Agriculture.

In April of 1907, when the Conference for Education in the South met at Pinehurst, Dr. Knapp was on the program. His address on this occasion was the feature of the meeting, one of the best sessions that the Conference has ever held. As soon as he completed his address it was moved and carried unanimously that several thousand copies of it be printed and distributed at the expense of the Conference, a tribute that had not before been paid to any address delivered before any session of the Conference.

The teaching of agriculture is one of the liveliest subjects of today in the educational world, especially of the South. No better man could be found in the country to discuss its problems than Dr. Knapp. He is not a theorist; he has practiced what he preaches; and he knows what he is to talk about.

FRANCIS G. BLAIR.

When State Superintendent Joyner left Raleigh to attend the meeting of the Superintendents' Section of the National Educational Association, which met in Washington City last February, he was asked to select from the superintendents present the man who, in his judgment, could best discuss our educational problems, and to extend to him an invitation to attend the session of the Teachers' Assembly at Charlotte. After listening to educational addresses and lectures for a week by the leading educational authorities of the Union, Superintendent Joyner selected Hon. Francis G. Blair, State Superintendent of Illinois, as the man best suited to discuss the problems with which we are dealing. Mr. Blair was accordingly invited to come to our Assembly, and accepted the invitation.

He will be with us June 17 and 18, and will

speak before the general session of the Assembly on "The Common School;" and before the County Superintendents' Section on "The Country School and Its Work," "The County Superintendent as a Supervisor," and "The Country School Teacher."

Mr. Blair was reared in the country, attended country schools, and taught in country schools. He has served in the schoolroom as teacher, principal and superintendent. After several years of successful work in his native State he was elected principal of the Franklin School, at Buffalo, New York. Offered a fellowship in Columbia University in recognition of his work, he declined it to accept the position of supervisor of the training school of the Eastern Illinois State Normal School, where he remained for seven years, exerting "a strong influence on education all over the State."

He is prominently identified with various educational and scientific organizations, State and National, and has lectured before teachers' associations in a number of the States of the Union. He is described as a man of "liberal education, which has earnestly and steadily been continued since graduation (from the Illinois State Normal College and from Swarthmore College, Pa.); practical experience in every kind of school work in the State; a splendid personality; aggressive and fearless; and of great breadth of view." The "School and Home Education," of Bloomington, Ill., said of his nomination for State Superintendent: "His competitors were capable men, but they had not been able to convince the educational leaders of their superior fitness, and this was one of the years when the delegates listened to the voice of the school master."

Mr. Blair is a clear speaker, straightforward and forceful, and understands what he is talking about.

CHARLES WILLIAM KENT.

Dr. Charles W. Kent, who is to speak Friday evening, June 19, before the general session of the Assembly on "Friends and Foes to Education," and before the section of high schools and academies on "The High School and the College," "The High School and Community Life," and "The Problems that Confront Us," is Professor of English Literature in the University of Virginia.

He is a graduate of the University of Virginia, from which institution he also took his Master's degree. Afterwards he was a student at the Universities of Gottingen, Berlin, and Leipzig, and from the last received his degree of Doctor of Philosophy. For a number of years he held the chair of English Literature in the University of Tennessee, whence he went to the University of Virginia.

Dr. Kent is widely known as among the fore-

most scholars, authors, and lecturers of the United States. His best known lectures deal with American and English literature, and Southern poets. He is the editor of *Selected Poems from Burns*, *Tennyson's Princess*, the *Edgar Allan Poe Memorial Volume*, and other volumes of English and American literature.

Dr. Kent is also much interested in public schools and public school problems, and is a member of the State Board of Education of Virginia. His presence at the Assembly affords the teachers of the State a rare opportunity.

OSCAR T. CORSON.

Dr. Corson will speak to the general session Thursday evening, June 18, on "Schools and People of Other Lands;" and before the Section of City School Superintendents on "The Superintendent's Authority," "The Teacher's Freedom," "The Superintendent and the Board of Education," and "Some High School Problems." No man is better qualified to discuss these subjects. He has traveled extensively in other countries, he has been a rural school teacher, a city school teacher, a city school superintendent, a lecturer of teachers' institutes and associations, and is today the editor of the oldest educational journal in the United States.

Dr. Corson was born on a farm and received his early education in the rural and village schools. From Ohio Wesleyan University he received his Bachelor's and Master's degrees. The honorary degree of LL. D. has been conferred on him. After a number of years work as teacher and superintendent, he was made State Commissioner of Schools of Ohio in 1892, and remained in that office six years. Since 1895 he has been the editor of the *Ohio Educational Monthly*. In 1898 he was elected President of the Ohio Teachers' Association; and in 1900 President of the National Educational Association. In recent years he has devoted a large part of his time to lectures on educational subjects and problems.

In 1906, at the invitation of Dr. Charles D. McIver, Dr. Corson delivered the Commencement Address at the North Carolina State Normal and Industrial College. It was a splendid effort and was pronounced by State Superintendent Joyner one of the finest educational addresses that he ever heard. The speech was printed in the *State Normal Magazine*.

The subjects that he will discuss at the Teachers' Assembly are practical problems. They deal with questions that are of every day interest to the teachers and superintendents of North Carolina. For instance, after the subjects were arranged, but before they were announced, a superintendent in the State wrote to the Secretary suggesting that somebody be asked to speak on how far the superintendent should control the work of the teacher, or where the superintendent's authority should end and the teacher's freedom begin. This is a problem on which many superin-

tendents and teachers trip and fall, and it is to be discussed at our meeting by one who speaks with authority.

P. P. CLAXTON.

It would be a useless waste of words and space, to write an introduction of Prof. P. P. Claxton to North Carolina teachers. Perhaps no other man now living has trained as many North Carolina teachers as Mr. Claxton; and it will surely be gratifying news to his students, scattered all over the State, to learn that they are to have the privilege of meeting him and hearing him lecture at Charlotte.

The subjects which Mr. Claxton will discuss deal with practical problems, which every primary school teacher almost daily encounters in the schoolroom, and no North Carolina teacher can afford to miss what he and the others on the program will say about them.

How Others See It

"Mr. R. D. W. Connor, Secretary to the North Carolina Teachers' Assembly, has written urgent letters to the superintendents of schools of the State, asking them to see to it that the school teachers attend the Assembly at Charlotte. Mr. Connor is sincere in all he says, and his idea is right when he declares that, 'A teacher at work out in the country, isolated from other teachers, often feels that she is alone. She becomes discouraged and low-spirited. What she needs is to come in contact with others engaged in the same work. It gives a feeling of strength to be thrown with seven or eight hundred teachers, all of them engaged in solving the same problems.' That part of Mr. Connor's letter covers the whole ground and it is every word the truth."

"We wish that our teachers could all attend the Teachers' Assembly at Charlotte. It would inspire them with ambition and zeal and they would, no doubt, return home encouraged as one of a great army of teachers in solving the educational problems for the people."—*The Eastern Carolina News*.

Cost of Going to the Assembly

Don't stay away from the Assembly merely because you *think* it is going to cost more than you can afford.

Before making up your mind, find out from the railroad agent at the station where you will take the train, the cost of the ticket to Charlotte and return.

Add to this the cost of board for four days, as printed in this issue of the *JOURNAL*, and you will see that the cost of the trip to Charlotte is trifling in comparison to the benefit you will receive.

"United we stand, divided we fall."

The Spirit of the Teachers' Assembly

By J. A. MATHESON,

President of the North Carolina Teachers' Assembly

The North Carolina Teachers' Assembly meets in Charlotte June 16-19, and every teacher in the State, who can possibly do, should attend that meeting. For twenty-five years the Assembly has been a large factor in shaping and directing the educational life and growth of our State, and rapid strides have been made in all departments of educational enterprise. But rapid strides have been made in other directions, and if our educational advancement would keep pace with our industrial activities, the teacher should see to it that they maintain a strong and active organization, one so strong, active, energetic, progressive that the spirit and enthusiasm of our meeting will be such as to add to the character and efficiency of teaching, and place the profession on a basis commensurate with the labor, intelligence, ability and devotion involved.

There should be a gathering of all the educational forces of the State at least once a year—at which time there should be careful deliberation and thoughtful study of the problems that confront us. However much information and help we may gain from educational literature, there is also much mutual help that comes from exchange of ideas and experiences, discussions of questions of vital interest, and the inspiration of personal contact with teachers from all parts of the State.

Every teacher, no doubt, is interested in his own personal growth, but there should be an interest, as well, in everything that will advance the cause of education in North Carolina. We need more of the spirit of loyalty, mutual support, professional zeal and interest in our work. These things we may have, but they should be more active and apparent, such as would declare that we belong to a profession, strong, united, enthusiastic, progressive. Such should be the nature of our meeting in Charlotte. It will be the twenty-fifth anniversary of the Assembly, and in every respect—in numbers, enthusiasm and accomplishments—it should be the greatest in its history.

An excellent program has been prepared and we may expect much that will stimulate and encourage us in our work.

The city of Charlotte never does things by halves. So we may expect a cordial welcome and a hearty willingness to do everything that will make our stay pleasant and profitable.

When the members of the Continental Congress were signing the Declaration of Independence, one member, impressed with the fact that they could succeed only by united effort, and that if they failed those who signed the Declaration would probably find that they had signed their death warrant, remarked:

"Now, we must all hang together."

"Yes," replied shrewd old Ben Franklin, "else we shall hang separately."

Treasurer's Report

The Assembly is the teachers' organization and they have a right to know what becomes of the money paid to its support. Below, therefore, is a statement of the receipts and disbursements for the session held at Raleigh, June 12-15, 1906.

RECEIPTS.

From note to Raleigh Banking and Trust Company...	\$ 245.00
From note to Citizens National Bank	495.00
From membership fees.....	715.00
From overdraft on Raleigh Banking and Trust Co....	27 78
From Silver, Burdette & Co., advertisement.....	14 50
From Raleigh Chamber of Commerce.....	519.88
Total receipts.....	\$2,017 16

DISBURSEMENTS.

Postage	\$ 89.75
News and Observer Year Book	2.00
Addressing circulars.....	7.25
Printing	23.75
Telegrams	5.80
Badges	10.80
Program.....	524.93
Fees refunded.....	48 00
Ushers.....	29.00
Reception expenses.....	94.20
Decorations	25 00
Rent for Olivia Raney Hall.....	7 50
Music	24.05
Carriage hire.....	6.00
Expenses of the President.....	28.00
Overdraft on Raleigh Banking and Trust Co	27 78
Note and interest to Raleigh Banking and Trust Co..	252.50
Note and interest to Citizens National Bank.....	500.50
Secretary's salary and expenses.....	310.35
Total disbursements	\$2,017 13
Receipts	\$2,017.16
Disbursements	2,017.13
Balance	\$.03

For Professional Improvement

The North Carolina Teachers' Assembly brings together annually for interchange of ideas and experiences, and for delightful social intercourse, hundreds of teachers from every part of the State, and gives them an opportunity each year to hear some of the leaders of educational thought of this and other States.

No teacher who is seeking professional improvement and advancement in his high calling can afford to miss the uplifting power of such a meeting as the next session of the North Carolina Teachers' Assembly promises to be.—*James Y. Joyner, State Superintendent of Public Instruction of North Carolina.*

Assemblies, conventions and other local, State or national gatherings of people engaged in kindred pursuits and having like interests, fire the zeal of the enthusiastic, stimulate enthusiasm in the interested, and awaken or renew the interest of all participants.—*F. L. Stevens, Professor of Biology in the North Carolina A. & M. College.*

FINANCES OF THE TEACHERS' ASSEMBLY

Why It Is Necessary for the Assembly to Accept Financial Assistance from the City in Which It Meets.

AN EXPLANATION.

At the recent meeting of the Association of Eastern City Superintendents, at Greenville, March 20 and 21, the following resolution was, according to the NORTH CAROLINA JOURNAL OF EDUCATION for April, adopted:

Resolved, That it is the sense of the Eastern City Superintendents that the North Carolina Teachers' Assembly should be put on a solid financial basis with a permanent business organization, and that no city should be called upon for financial aid. Further, that the Teachers' Assembly should publish every year its proceedings."

Undoubtedly the three objects set forth in this resolution—a "solid financial basis," no aid from any city, and the publication of the Assembly's proceedings—are all most desirable, and during the three years of my secretaryship plans for carrying them all into execution have constantly occupied my mind. But somehow or other my mind would not work so as to conceive any plan by which these objects could be accomplished without the financial support of the teachers of the State, except the one of accepting aid from the city in which the Assembly meets, and that one is here condemned.

The only reason, as I shall show, why these three objects have not been accomplished, is *the lack of interest on the part of the teachers, and their unwillingness to support their own organization*. It will be conceded, I suppose, that the third object aimed at—the publication of the proceedings—certainly cannot be carried into execution until the first one has been attained. The third may therefore be dismissed for the present.

As to the first. Three years ago at the meeting in Greensboro an effort was made by the incoming president and secretary, Dr. Whitsett and myself, to carry out the first object mentioned above. Cards were accordingly printed and distributed, one to every teacher in attendance, asking for the signature of all those who were willing to become permanent members of the Assembly, and to pay the annual fee—the enormous sum of \$2 for men, and \$1 for women—whether they attended the session or not. It was explained that if a sufficient number thus signified their intention to justify it, arrangements would be made to print the proceedings of the next meeting, copies of which would be sent to all members. The result? *We didn't get enough pledges to pay for printing the cards*. Wasn't this rather a cold water shower-bath on the proposition?

As to the second. I wish to say, in the first

place, that during the three years of my secretaryship, *no city has been called on to furnish funds for the Assembly*. The city of Raleigh, through the Chamber of Commerce, invited the Assembly to meet there and proposed to make up any deficit up to the sum of \$750 that the Assembly might have. *This was done on their own initiative and not at the request or suggestion of the Assembly or any of its officers*. The offer was of course accepted, because none of the officers of the Assembly felt themselves to be Vanderbilts enough to dig out of their own pockets three or four hundred dollars—\$520, as it turned out—to meet the deficit, and experience did not hold out sufficient inducement to look to the teachers of the State for it. The same thing was repeated at Durham the next year and at Charlotte this year. In both cases the cities took the initiative without any request or suggestion from the Assembly. They were not *called on* for aid, but most assuredly their interest in the Assembly was appreciated and deserves the thanks of its members.

Everybody who is familiar with the recent history of the Assembly knows why this plan was adopted in 1905, when the Assembly went to Greensboro. It had dwindled to practically nothing. The attendance at the previous meeting was not large enough to pay for the postage that would be required to send a copy of the program to every teacher in the State. Heroic measures were necessary to keep the organization from dying an unnatural death. These measures were resorted to, and it was the verdict of everybody that the Greensboro meeting—Mr. J. I. Fonst was president and Mr. W. D. Carmichael secretary—was the most successful meeting in many years. It was also the verdict of those familiar with the business end of the Assembly that this meeting saved the organization.

Now it is very well for persons who are not directly responsible for the financial affairs of the Assembly to pass resolutions condemning the management, but it is altogether a different proposition, not merely to put the Assembly on a "solid financial basis," but even to keep its head above water. Those who criticise ought to offer something better than the policy they condemn. I am disposed to speak plainly about this matter and to show how the thing works. A year ago the city of Durham made the proposition above referred to. It was accepted, and, relying on it, the secretary and the president proceeded to arrange for the meeting. The treasury, *as usual*, was empty. But funds were necessary to get the meeting under way. Few teachers, for instance, realize that it costs \$160 in postage stamps alone to mail one circular to every teacher in the State. To meet the absolutely

necessary preliminary expenses the secretary was compelled to borrow money. He borrowed from a bank in Raleigh on his personal note \$250, and some of this sum was spent on printing, stamps, etc. As everybody knows a disastrous fire in the city of Durham, just before the time for our meeting, compelled us to call off last year's session. This left a debt at the bank of something more than \$200 to be paid. Either this money must be paid by the secretary personally, or else he must receive assistance from the patriotic superintendents and teachers of the State. He therefore sent out a letter to the superintendents, county and city, and to a number of other teachers, explaining the situation and asking for a contribution of just \$2 each—the annual membership fee—to pay off the indebtedness. He received just exactly \$105.45. *The result is there is still a note for \$100 at the bank, due in July, 1907, that has got to be paid somehow or other.* Now all this may be due to poor financiering, but if anybody believes he can do better he is welcome to the job.

There just isn't any sense in talking about a "solid financial basis," and complaining because the cities of the State take more interest in supporting our organization than we do ourselves, unless we are willing to go into our pockets and pay our own way.

I know the answer to this is that we need not make up a program of men from out of the State who require compensation for their services. Good enough. Nobody is more willing to confine our program to our own people than I. But will YOU attend the sessions if we do so? The last time this was done was at the meeting of 1904, and as I said above there were not enough members present to pay for the postage bill of the Assembly.

There is just one way in which we can make a strong, live, influential organization—and that is for the teachers of the State to attend the sessions, to take an interest in its work, to pay the bills that are necessary to run it, and to lend a hand. Unless we do this we have either got to die, or take the charity offered by the public. The Assembly at Charlotte will be given an opportunity to make a choice.

I give below a list of those teachers who were sufficiently interested in the Assembly last year to contribute the sum of \$2—I hope this did not prevent any of them from taking their usual summer recreation—to get it out of debt:

J. A. Matheson, \$15; W. P. Few, \$2.10; H. P. Harding, \$2.10; R. L. Madison, \$2.25; the following \$2 each: T. R. Foust, W. D. Carmichael, F. L. Stevens, J. J. Blair, W. T. Whitsett, R. A. Merritt, J. I. Foust, W. T. R. Bell, F. P. Venable, E. C. Brooks, D. Matt Thompson, C. W. Wilson, S. M. Brinson, F. T. Wooten, Edwin Mims, W. H. Ragsdale, R. B. White, Walter Thompson, John Graham, R. H. Latham, R. G. Kizer, W. S. Snipes, J. T. Alderman, J. C. Kittrell, R. J. Tighe, N. W. Walker, M. C. S. Noble,

J. M. Way, E. W. Sikes, C. C. Wright, C. W. Massey, J. E. Avent, A. E. Woltz, J. Allen Holt, W. H. Swift, G. R. King, I. C. Griffin, R. T. Vann, A. C. Reynolds, C. E. Boger, D. F. Giles, and J. C. Horner.

By reference to the last number of the JOURNAL it will be observed that of those present at the meeting in Greenville, *three* are on this list, and those three were visitors.

R. D. W. CONNOR, Secretary.

A Mighty Force in Educational Life

For a quarter of a century the North Carolina Teachers' Assembly has been a mighty force in the educational life of the State and the South. Much of the best educational thought of our day in this State has first found expression at its annual meetings. The Assembly has done more to vitalize and harmonize the educational forces of the State than all other agencies combined. It has been a common meeting place, and a free arena for all teachers, from those in humble public school houses to the University. It has lived to see the day when North Carolina leads all other Southern States in the results accomplished and in the high hopes for a mighty future.

Every teacher who loves his State, who has regard for his own professional standing, or who wishes to be among those who are the prophets of an ever-widening destiny for our people, should be found at these great annual gatherings.—W. T. Whitsett, *Chairman Board of Education of Guilford County.*

Why Cannot North Carolina Do as Well?

The Secretary of the Washington Educational Association writes:

"We are very proud of our Association out here in our young State, and are making up a little table for comparison with other State associations in the United States. We meet during the holidays each year, and at our meeting just closed we have 3,900 paid memberships. We have practically 6,000 teachers in the State."

The Right Spirit

"It shall be my pleasure to do everything possible to secure a great crowd at Charlotte, and a fine meeting. At the coming March meeting of Guilford teachers the matter will be brought before them, and they will be strongly urged to make every effort to be present."—*Letter from W. T. Whitsett, Chairman of Board of Education of Guilford County.*

When Ben Franklin was trying to induce the American colonies to form a general union against the French, he printed in his paper the figure of a snake in thirteen disjointed parts, under which were the words: "Unite or die."

North Carolina Journal of Education

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E. C. BROOKS, Editor.

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To attend the Teachers' Assembly is as much the teacher's duty as to prepare for examinations. The one shows a professional pride, the other—well, the job enters here.

Supt. W. M. Justice, of Polk county, died in April. He was a useful citizen and his life was spent in the interest of education. He was a familiar figure in all educational associations and his absence will be missed.

The New Bern High School Magazine for March has been received. It is a well edited magazine of sixteen pages. One very interesting article is written by a Hebrew child who came from Poland to New Bern about five years ago. The article is "A Trip from Warsaw to New Bern."

City superintendents are beginning to think about their annual reports. Let these reports contain everything of interest that has been done during the past year. They should be more than a statistical record. They should be a history of the year's work; and this history should be preserved.

This is the season of commencements. It is the one season of the year when parents take most interest in school. It is the one season above all others when the parents take kindly to suggestions that look to the improvement of the school. The greater number of local tax districts have been voted at this season. The teachers should consider these facts seriously and not allow the season to pass without causing the community to

gather around the school as a common center. Commencements do much good. The better they are the more good they do.

Supt. B. B. Dougherty, of Wautauga county, reports to the State Superintendent that Silverton school district has voted not only a tax to increase the public school term, but also compulsory attendance. This is the first rural district in the State to vote compulsory education. The counties of Mitchell and Macon, and the cities of Washington and Asheville, have compulsory education; but Silverton is the first rural district.

This is the season of the year when it is more pleasant to be outdoors than to be in the school-room. It is the season of the year when students drop out of school, when truancy is a problem; and close application to text-book an unnatural blessing to the teacher. Let the school work, then, take the children outdoors more. Let the geography work, the nature work, the language work all take the children outdoors. Let the training be more in accordance with nature.

It was really a very serious matter for Raleigh to vote down that school proposition. Supt. F. M. Harper reorganized the schools last fall and his magnificent labors are but an index to what Raleigh might boast of in the future. Raleigh has many citizens who love the school system and are deeply hurt over the failure of the election. They would make it the greatest city institution. The surprise is that the election did not carry by a large majority. The mystery is that it failed.

"Fifty dollars in prizes are offered by the State Fair at Raleigh to the schools making the finest display illustrative of methods of teaching agriculture. The three prizes are \$25, \$15, and \$10 for the first, second and third best exhibitors. The first prize last year was won by the public school of St. Mary's township of Wake county, for work by two of its pupils in seed corn selection and corn culture. It is hoped to have a large competition in these lines at the State Fair next October.

Professor Joshua Walker Gore, Dean of the School of Applied Sciences of the University of North Carolina, died in Baltimore on April 8. Professor Gore was a native of Virginia. He came to the University of North Carolina in 1882 as dean of the department of physics, which

position he held until a short time before his death. Professor Gore developed a strong course of electricity at the University, and as dean of this school of applied sciences, he has aided in the upbuilding of a department to meet the growing needs of the University. Professor Gore was one of the strongest men of the University faculty, having served as dean, and as president. He was a strong executive, and his services will be sadly missed.

No county in the State has made more improvement within the past three years than Wake. This period covers the entire superintendency of Supt. Z. V. Judd. White Oak township, containing seven districts, has voted a tax of 30 cents on each district. In addition to this, thirteen other districts have been carried for local taxation and the sentiment for education is growing at such a substantial rate that the whole county is being moved to increase the school term of every district. This is the value of a live man, one who works with the people. Recently one district bonded itself to the amount of \$10,000 to build a school building. In every county where a live man is employed for his full time to work with the schools and the communities, we find tremendous progress. This fact should be carried to the business sense of every county; for the material progress depends upon the intellectual progress, and the intellectual progress depends upon a wise leader.

What is a good superintendent worth? In every county where a superintendent devotes his time to the building up of a school system progress in education is so marked that it affords a striking contrast to the counties in which the superintendent does little more than clerical work. The progress in Franklin county, under the superintendency of Supt. R. B. White, is a striking instance. Since 1902 there have been erected twenty-six new and up-to-date school buildings, the value of school property has increased from \$4,500 to \$50,200, eleven districts have voted a local tax, and today there are eighteen schools that employ more than one teacher. Take Bunn township, for instance. The number of districts have been reduced from six to five, the number of teachers have been increased from six to twelve, the enrollment from 192 to 425, the value of school property from \$540 to \$4,100, the length of school term from 80 days to 130 days. In this township is located one of the county high schools. The people are prosper-

ous, for material progress goes hand in hand with educational progress. Who can estimate the value of a good superintendent and a good corps of teachers?

Teachers' Institutes

This is the season of the year when county superintendents are planning for institutes. It is quite probable that in most cases the teachers will go over the same work this summer that they have been going over for the past several years, that is, if they have been attending institutes that long. A few suggestions are made here that may be of service to the county superintendents.

REVIEW THE PUBLIC SCHOOL STUDIES.

It is necessary to review the public school studies. More information may be brought in to make these subjects more interesting. Suggestions as to how these subjects may be presented to the child, in order to get the best results and to increase the respect of the child as well as the community for the importance of the school in the community. This, however, should be only a part of the work, although it may be the larger part.

A PROGRESSIVE COURSE.

Although the length of the institute is not over two weeks, yet there should be given some direction as to the course which the teacher should pursue during the year. All studying should not cease, with the close of the institute; yet this is what happens in many cases, except such studying as is necessary for the teacher to make preparation for the day's work.

Suppose during the institute, while the public school studies are being reviewed, an advanced course is outlined. Much is said every year about the value of literature in the grades. A course in literature for the teachers should be outlined. This will broaden their knowledge of literature and as a result they will have more suggestions to offer in teaching literature in the grades. Suppose they have passed their examination in American history, a course in English history that would strengthen their knowledge of American history could be outlined. Take some theme like the rise of parliament or the reformation or the rise of the common people, or the rise of trade, and make it a study for a year in either case it will lead in the end to a better knowledge of American history. Suppose they have passed their examination in geography or agriculture.

Outline a course in geography, taking as a theme the influence of geographic conditions on history. This will undoubtedly lead to a more comprehensive knowledge of the subject to be taught in the lower grade. Outline a course in agriculture, take the subject of cotton, for instance. Study the soil, the seed, the cultivation and the product from the time it is baled until it comes back to us in the form that we receive it, and its influence on trade.

It is impossible to take all of these, but the superintendent could take one or two subjects and work them up throughout the year. There would be something definite for every teachers' meeting besides reports, etc.

DIFFERENT CLASSES.

The time must come when the institutes as well as the teachers' meetings must divide the teachers into classes. No one thinks today of taking all the students of the high school in one class. The institutes should take into consideration the grading of teachers. In every institute there are a few teachers who are well prepared on the public school studies, and these should be given some advanced work. There are other teachers who are unable to secure a first-grade certificate. Certainly they should not be in a class with the better prepared teachers. On the contrary, they should have thorough work in the public school studies. At least these two classes should be considered. In like manner the teachers' meetings should make the same consideration. Teachers' meetings are for the purpose of improving the teachers, and different times could be arranged for the different grade teachers.

We are hearing a great deal said today in criticism of the city superintendent who so organizes his grades that all the children are kept in one class and on recitation all day. The county superintendents and institute conductors are making the same blunder. The number of teachers attending is usually so large that there is little or no individual work done, but the conductor talks, talks, talks, all the time. With some this "talk" is almost incomprehensible; with others it is the same old "talk."

The superintendent should take the lead and divide his teachers according to the ability and give to each division the training necessary. The conductor cannot do this without loss of time. Under such an arrangement much better work can be done and each class will receive the training more nearly to their needs.

TOO MANY SUBJECTS.

There are twenty-three text-books, besides copy books and drawing books adopted for use in the public schools. Many superintendents feel that all these text-books must be covered during the short institute. The conscience of the conductor usually leads him to make the same blunder. Therefore all the teachers are kept together in one class and they are required to sit and listen to six or eight lectures a day on as many different subjects. Such a plan makes it impossible for the teachers to do much beneficial work, for their energies are so divided, their memories are so taxed, and their bodies are so fatigued that what is spoken by the conductor usually goes up in heat, leaving a tired constitution and a passive mind.

As a usual thing there are a few teachers in every institute who attend under compulsion. Such a plan as we find in existence in a large number of institutes affords a fine opportunity for them to do nothing. They neither prepare the lessons assigned, nor listen to the instruction. The same common sense should be called in to organize the institute that is exercised in organizing the school work of the district.

Every county superintendent should ask himself this question, How much good can the teachers derive from my institute?

The Value of Teachers' Organizations

The tendency of teachers and school officials in North Carolina to organize is one of the most encouraging signs in our school work. We have the State Teachers' Assembly, the County Superintendents' Associations, the District Association of County Superintendents, the State Association of City School Superintendents and Principals, the Eastern Association of City School Superintendents and Principals, the Primary Teachers' Association, the Association of Academies, the Woman's Betterment Association, the County Teachers' Association, the Nature Study Society, and the Village Improvement Clubs. The purpose of each and all of these is to study the school and to work for the best interest of the school. The fact that there are so many organizations and a tendency to form other organizations is conclusive proof that there are many phases of school life, and each organization is approaching it in the way that seems best to accomplish the purpose for which the organization exists.

This is a notorious fact, however, that much

of this energy is lost because the different organizations have not learned how to preserve their knowledge and a record of their experience, and disseminate the same throughout the State for the benefit of all the teachers and school officers who are interested directly or indirectly in the experiments, investigations and results.

We can learn much by studying the plan of the National Educational Association and its different departments. Once a year the results of the labors of all the departments are published in a volume and distributed to all of its members. The National Educational Association is the largest association in America. The investigators in educational work are made largely by the departments.

In like manner the State Teachers' Assembly should be the largest assembly in the State. These various departments must be expected to make experiments and investigations and show results. These results should be presented to the teachers and school officers through the Assembly, and the Assembly should see to it that the entire teaching profession is in possession of these results.

What are these different organizations doing today that the citizenship can place its finger on and say, "This is permanent," or "This is interesting work?" Where can we find a record of the City Superintendents' Association and point to it as a permanent contribution to the educational work of the State? This association has done much, but it has left nothing that the new schools can study, unless the new superintendents visit the individual schools. Even the organization of county superintendents, which is possibly the strongest organization in the State, has not preserved the records of its progress except what appears in the report of the State Superintendent of Public Instruction. Some counties have made phenomenal progress, and the details of this progress should be the common property of every county in the State.

The Woman's Betterment Association made a great step in this direction, and the publication of the work done in the individual counties did as much toward improving school houses and grounds as any other one agency.

Each organization should have something definite to work for. There should be small committees at work all the time. And the results should come to the State Teachers' Assembly, where their relationship to the whole can be discussed; and it should be the business of the Teachers' Assembly to publish these results and discussion

and distribute the publications among all the teachers of the Assembly. In such a way our Teachers' Assembly will become a great power for good in North Carolina.

Vance Teachers' Association

The Vance County Teachers' Association met on Saturday, March 14, at the Henderson Graded School building.

At 10:30 a. m. Rev. R. C. Craven, pastor of the Henderson Methodist Episcopal church, opened the meeting by reading a part of the twelfth chapter of Romans, and prayer.

The first subject, "What Do I Most Need?" was discussed by Misses Willie Davis and Mary Thomas, both of whom had prepared able and interesting papers, showing that time, determination and courage are of prime importance to a teacher in the successful performance of her duties.

"What Does the District Most Need?" was next on the program. Rev. G. W. Holmes and Miss Sue Kelly made plain to the Assembly that better equipment was the district's greatest need.

"How to Use the Library" was beautifully and profitably explained to us by Mrs. H. F. Rowland and Mrs. W. D. Horner.

Everybody was very much interested, both in their work and the subjects to be discussed, so there was an unusually large attendance, about 80 per cent of all the county teachers.

We also had some visitors from adjoining counties, who spoke of our meeting very complimentary and said that it compared favorably with meetings held in their respective counties.

We were dismissed with prayer by Rev. E. P. Bradley.

The South Atlantic Quarterly

The April number of the South Atlantic Quarterly, with its varied and interesting table of contents, suggests a reflection on the fact that this magazine is now in its seventh year—a long period of life for a Southern magazine. The Quarterly has grown steadily in the quality and variety of its contributions, and in its influence throughout the nation. Its articles on political, educational and social questions have attracted wide attention from newspapers and magazines. It has had as contributors presidents and professors in practically all the leading colleges and universities of the country and such publicists and literary men as Albert Shaw, Bliss Perry,

Hamilton W. Mabie, Walter H. Page, Governor J. W. Folk and Thomas Nelson Page.

While it has been edited and published by professors in Trinity College, its influence has been so widespread as to make it a real national magazine. It should be a matter of pride to all North Carolinians, and especially to teachers and schools, that such a magazine exists in our midst.

Some idea of its quality and standing may be gained from the following extracts: "The New York Times says that its 'literary excellence is quite up to the level of like discussion either here or in England.'" Mr. William R. Thayer, editor of the Harvard Graduates' Magazine, writes: "We have nothing like it in the North, nothing which so boldly announces its purpose to treat only of high and serious and abiding intellectual and moral interests."

The School Garden Movement

The subjects of nature study and agriculture in the schools have made it necessary that the students study these subjects from nature more than from text-books. The school garden is the necessary result. Many of the city schools have taken the lead in this new movement. A part of the school grounds, out of the way of the playgrounds, has been set apart in the cities for flower beds. These are usually located near the building where the flowers will show off best. The Raleigh, Goldsboro and Salisbury schools are notable instances of what interest may be aroused in school gardens.

The study of agriculture in the county schools has made it necessary for the county to demonstrate many of the lessons in the text-books. In many instances the county schools have established school gardens. There are notable instances of the advantages from this new feature in the counties of Wake, Wayne, Pitt and Roberson. There are doubtless other counties that have done as much as these.

Supt. O. J. Kern, Superintendent of Winnebago County, Ill., writing to the School News and Practical Educator, says:

The American Civic Association will render every assistance possible to further the school garden movement in connection with the public schools of the United States. It does this because of its "firm conviction that there is no more potent influence for better civic conditions in America than the educated youth, in whom there is developed this critical discernment of

beauty and excellence in nature and art, an abiding love for these things, and a feeling of personal responsibility for better civic conditions. Furthermore, its members are firmly convinced that there is no more efficient agency for the attainment of these high ideals in education than school garden work, properly correlated with other school work."

A school garden may be used as a means of helping to beautify the school grounds. It is true that many reasons may be found for not attempting to have a school garden on the country school grounds. Some of the reasons are valid under existing conditions and some are not. But so long as Illinois has 1,144 country school grounds without a single tree and utterly lacking as efficient educational agencies to stimulate an appreciation of the beautiful in country life, it would seem that at least 1,444 teachers in these 1,444 country school districts would find it worth while if it is in the right direction.

WHAT TO DO.

This much each can do at an expenditure of three cents for postal cards. Address one card to B. T. Galloway, Chief of the Bureau of Plant Industry, United States Department of Agriculture, Washington, D. C., asking him to send to your address a copy of his bulletin on School Gardens. Read this through carefully.

Send the second postal to L. C. Corbett, Horticulturist, Bureau of Plant Industry, United States Department of Agriculture, Washington, D. C., for his bulletin on the School Gardens. Read this through carefully also.

Send the third postal to Commissioner E. E. Brown, Bureau of Education, Department of the Interior, asking him for the bulletin on Agricultural Education, including Nature Study and the School Gardens. This last is a new publication and its chapter on School Gardens should be an inspiration to every teacher.

WHAT NEXT TO DO.

After you have read the above bulletins you will have a more definite idea of what you can and should do. At least you will have a considerable quantity of enthusiasm and that is worth a great deal. You will have finer ideals and this is worth something. You will not realize these ideals in your first attempt to make the school garden "an efficient agency" for better civic conditions, but you have gone a long ways on the road and this is a tremendous gain over the do nothing policy which has prevailed thus far.

THEN FINALLY.

The rest should be easy. Select a place on the school grounds where you think a flower bed would be out of the way of children playing and where the flowers will show off the best. Enlist the active coöperation of the children. It ought not prove difficult on Arbor Day to have spades, hoes, rakes, etc., brought from home and use the afternoon in some real educational work. Remove the tough sod and have the earth well spaded to a considerable depth. Rake well and thoroughly prepare the seed bed. Otherwise your garden will prove a failure. The preparation of the seed bed is one of the fundamental essentials in scientific agriculture. No doubt at least 1,200 of the above mentioned teachers are teaching agriculture from—a text-book. Here is a chance to do the real thing. Of course you will make the necessary arrangements to have the garden cared for during the vacation so that blossoms may greet the children on their return to school next fall.

The Value of Co-operation

Organized effort, rather than individualism, is one of the most noticeable characteristics of the modern world.

Every profession, every class of skilled labor, supports an organization for coöperative work.

Teachers in this respect can learn much from the great labor unions of the country.

A thousand teachers, banded together in a strong organization for a common purpose, alive to their opportunities, can accomplish reforms and improvements beyond the power of ten thousand teachers working each in his own little circle.

Such an organization, moved by a common impulse, can *command* the ear of the State and its law-makers, when a single teacher, pleading alone, will not be accorded even the courtesy of a hearing.

A teacher at work in her schoolroom, isolated from other teachers, alone in her problems, often becomes low spirited and discouraged; she needs to come in contact with others harrassed by the same troubles and upheld by the same lofty purpose; worn by the same worries and inspired by the same noble sentiments.

To be thrown in contact with a thousand other people, all engaged in the same work, bound together by a common interest, gives the teacher a feeling of irresistible strength and power; she is no longer alone, she has become a recruit in a

great army; she is no longer weak, **she** is upheld by the strong arms of her fellow soldiers in the warfare on illiteracy; she is no longer discouraged, she goes back to her schoolroom inspired by a new ambition, on fire with a greater zeal.

Coöperation is the key to nine out of every ten of the teacher's problems, and will do much toward unlocking the secret of the tenth.

What the Teachers' Assembly Stands For

The North Carolina Teachers' Assembly stands, first of all, for the teachers of North Carolina.

It is not, as some seem to think, a kind of show with a program prepared by a set of men dignified with the title of "officers," who are at liberty to charge a stated fee for the admission of those who wish to attend.

The Assembly belongs to the teachers of North Carolina and exists primarily for their benefit.

It has always stood, and stands today, for every movement looking to their improvement, many of which have originated at its annual sessions.

Teachers' Institutes, the State Normal College, better salaries, improvement of the teacher's surroundings, better facilities, local taxation, consolidation, better schoolhouses—these are some of the things that the Assembly stands for in the interest of the teachers.

Its members, its committees, have appeared before the public and before legislative bodies to plead the cause of the teachers, when it was not popular to do so, and when men in high official places were indifferent to their cause.

It is, therefore, the duty, no less than the selfish interest, of the teachers to support their organization by attending its sessions.

Contentment

I would rather be what I am capable of being and be happy than to be miserable trying to be what someone else is. I know a lot of discouraged people who have been hunting elephants with bird shot. I would rather work away at the little task that I know I can do and spend by leisure time with those I love than to fill my soul with envy and fret my life away in trying to reach beyond the limit set for me by Nature. Ambition is responsible for much of the world's progress and for all of its oppression. Contentment short of our highest efforts is laziness; discontent when we are doing our best means despair.—C. R. Scroggie, in *Midland Schools*.

WHERE WE MEET

Historic Charlotte

There is no city in North Carolina which ought to appeal more to the teachers of the State, than the city of Charlotte. In the city and its vicinity are many places of historic interest, with which every teacher of North Carolina children ought to be familiar. It has long been the center of people noted in history for their love of religious and political freedom, and for their devotion to the cause of education.

The Scotch-Irish began to emigrate to America about the year 1725. The Governor and Assembly of North Carolina did all they could to turn the attention of these desirable settlers to this colony. Family after family, and colony after colony swarmed into Western North Carolina from Pennsylvania and Virginia; piling their furniture on wagons, with the women and children on top, while the men walked or rode on horseback, they followed the rivers and valleys until they found land that suited them, and then pitched their tents and began building their log cabins. During the winter of 1765, more than a thousand of their wagons passed through the village of Salisbury. Others of the Scotch-Irish, landing at Charleston, South Carolina, moved westward until they joined their kinsmen on the borders of North Carolina. Before the beginning of the Revolution, they had scattered all through the hills and valleys, and along the river banks covering the present counties of Guilford, Orange, Alamance, Caswell, Rowan, Iredell, Cabarrus, Lincoln, Gaston and Mecklenburg. Their largest settlement was in Mecklenburg county, where, in the year 1768, they laid off the town of Charlotte.

The coming of the Scotch-Irish was the signal for the school doors to open. Wherever they settled, their log churches and log schoolhouses went up with as much certainty as their log cabins. Most of their preachers, who were usually also their teachers, were educated at Princeton College. Among the most famous of their schools was Queen's Museum, or Queen's College, in Charlotte, which was long a nursery of political and religious freedom. This and many others of their academies became the centers of training for Revolutionary leaders.

Charlotte's fame as a center of Revolutionary activity is national. Everybody knows the history of the great event which marked the 20th of May, 1775, as a proud date in North Carolina history. Charlotte and Mecklenburg county also furnished many stout soldiers, who were ready to uphold with the bayonet the principles which they proclaimed with the pen.

Towards the close of the Revolutionary War, several bloody battles were fought in and around

Charlotte. After the disastrous defeat of the American army at Camden, Cornwallis moved towards Charlotte with the purpose of conquering North Carolina. But every step that he took was stoutly resisted. Colonel William R. Davie, General William L. Davidson, General Jethro Sumner, Captain Joseph Graham, and their bands of active partisans, harassed the British at every turn, so that Cornwallis called Charlotte "The Hornet's Nest of America;" and "bloody" Tarleton declared that Mecklenburg was "a damned rebellious county." Cornwallis finally reached Charlotte, where he had trouble enough. His men could not stir without being shot at, his messengers were killed, his provisions were cut off, and the wagons which he sent out for food were driven back to Charlotte laden with dead and wounded British soldiers.

In the immediate vicinity of Charlotte is the famous battleground of King's Mountain, where was struck by North Carolina soldiers the first decisive blow in that series of events which resulted in Yorktown. Cornwallis immediately retreated to South Carolina, and soon afterwards, General Nathaniel Greene took command of the American army at Charlotte.

But the history of Charlotte is not confined to the Revolutionary War. In 1791, George Washington visited the town; near by, Andrew Jackson and James K. Polk were born. It was the home of Major-General D. H. Hill, who won fame in the great Civil War between the States. Jefferson Davis sought refuge there after the downfall of the Confederacy. Zebulon B. Vance was long a resident of Charlotte.

The spirit of the past inspires the Charlotte of the present. The Hornet's Nest Riflemen, who took a glorious part in the Civil War, also won fame in the war with Spain. Charlotte sent two companies of white troops, and one company of negro troops to the Spanish War. The white troops, the Hornet's Nest Riflemen and the Queen City Guards, served in Cuba under General Fitzhugh Lee, and the Charlotte companies marched at the head of the North Carolina columns, which first carried the flag of the United States through the streets of Havana.

In later days, Charlotte and Mecklenburg county have been foremost in the industrial life of the State, which is characteristic of our own times.

The people of Charlotte, proud of their history, have marked their places of historic interest with monuments and tablets. There is a monument to the signers of the Mecklenburg Declaration, a monument to the brave Lieutenant William E. Shipp, who fell at the head of his company in the Spanish-American War. There are tablets marking the location of the building in which the

Mecklenburg Declaration was signed; marking the headquarters of Lord Cornwallis in 1780; marking the location of the old Queen's Museum; marking Cook's Inn, where Washington stopped; marking the place where Jefferson Davis was standing when he learned of the assassination of President Lincoln.

Charlotte is therefore a splendid representative of the modern American city, with a glorious historic background, and has much to teach the teachers of North Carolina children.

Of Interest In and Around Charlotte

By MISS JULIA ALEXANDER

The historic past and the progressive present of Charlotte center in Independence Square. Here, in the very heart of the city, an iron tablet marks the spot where stood the court house in which was signed on May 20, 1775, the Mecklenburg Declaration of Independence. And other tablets within a few squares, show the location of General Cornwallis' headquarters in 1780; the site of the inn where General Washington was entertained in 1791; the place where President Jefferson Davis was standing when handed a telegram announcing President Lincoln's assassination; and the location of Queen's Museum (a school of the colonial period).

Among the places of historic interest around Charlotte are the birthplaces of Presidents James K. Polk and Andrew Jackson. The Mecklenburg Chapter Daughters of the American Revolution has marked the places, and has also erected a monument on the battlefield of McIntyre's Farm, a few miles north of Charlotte. Bissell's Mill, where corn was ground for the army of Cornwallis, is also a point of Revolutionary interest. The battlefields of King's Mountain and Cowan's Ford, not far distant, are interesting to the student of Revolutionary history. The Alexander Rock House, five miles from Charlotte, was built by Hezekiah Alexander in the early days of the county.

The old cemetery, in the rear of the First Presbyterian Church, contains the graves of Revolutionary soldiers and prominent people of a century ago.

Among the public buildings are the United States Assay Office; the Federal Building, containing the postoffice, Federal court rooms and weather bureau; the City Hall, and the Mecklenburg County Courthouse. On the ground of the Federal Building stands a monument to the memory of Lieut. William Shipp, who was killed in the Spanish-American War; in front of the courthouse is a monument erected to the memory of the signers of the Mecklenburg Declaration of Independence.

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The Academy of Music and Auditorium are buildings in keeping with Charlotte's growth and progress. The Carnegie Library occupies a prominent place in the city's life. Among the schools and colleges are the North and South Graded Schools, the Presbyterian College for Women, Elizabeth College, the Medical College, St. Mary's Seminary, a University School for Boys, Baird's School for Boys, and King's Business College. Davidson College is twenty miles from Charlotte.

Among the hospitals of the city are the Presbyterian, St. Peters Mercy, and the Charlotte Sanatorium, in process of construction.

The Young Men's Christian Association will within the year move into its handsome new home on South Tryon street; and the Young Women's Christian Association will shortly commence the erection of a modern and well equipped building on North Church street.

The leading clubs are the Manufacturers and Colonial. The Country Club is located to the west of the city. Among the institutions for the colored people are a Graded School, a Library, the Good Samaritan Hospital, and Biddle University.

The waterworks plant and the works of the Catawba Power Company (the last named eighteen miles distant) are interesting points.

From the tower of the Tompkins Building, which is centrally located, there may be obtained a fine view of the city and the surrounding country, with also a glimpse of the Blue Ridge mountains in the distance. From this elevation one is impressed with the size and attractiveness of Charlotte. In the wide view presented, especially to be noted are the First Presbyterian Church, and its magnificent grounds, the wide tree lined avenues, the various parks (Vance, Latta, Myers, and Independence); Dilworth, Elizabeth Heights, and Piedmont Park (outlying resident portions of the city), and numerous cotton mills scattered here and there.

Many beautiful driveways lead out in every direction over macadam roads. Among these may be named the Providence, Sugar Creek, Derita, and Sharon roads. The Dowd road, leading to the Catawba river, is a favorite route for automobilists.

Mountain Island, twelve miles distant on the Catawba river, is exceedingly beautiful and picturesque.

With the natural beauty of surroundings, and its present day spirit of progressiveness and advancement combined with a background of notable historic memories, Charlotte possesses much to interest and charm the visitor.

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Educational Charlotte

By HARRY P. HARDING, Prin. Charlotte City Schools

The manufacturing and commercial interests of Charlotte have been brought before the public eye so prominently in recent years that possibly her educational advantages have not been fully realized by the public at large. Her city school system is now the largest in the State. Between 4,000 and 5,000 pupils have been enrolled during the present session. Eighty-six teachers, five principals, and two directors of music are employed. Prof. Alexander Graham has been superintendent for twenty years, and during that time he has seen the enrollment increase from about five hundred to the present number. In the management of the schools Superintendent Graham has pursued a conservative but progressive and constructive policy. Little time has been lost in following passing fads, and it is the boast of his system of schools that it has little of the glamour that comes from glittering superficialities. For solid work that counts in the development of child life and in the preparation for citizenship, the Charlotte City Schools are not excelled.

Besides the city schools, Charlotte has excellent private schools. The Baird School, the University School, and the Davidson School, prepare boys for college. These schools draw considerable patronage from the city and surround-

ing country. The Charlotte Y. M. C. A. maintains a night-school which offers an unusually interesting and profitable course to boys who work during the day. King's Business College is well supported and is furnishing stenographers and bookkeepers for this and neighboring towns.

The higher institutions of learning rank with the best in the South. The Presbyterian College occupies one of the most prominent blocks in the heart of the city. The building is of massive proportions and is strikingly handsome. The auditorium is one of the best in the city and has a seating capacity of 1,500. The college is equipped with modern apparatus. The faculty is composed of experienced teachers, each a specialist in her department. Dr. J. R. Bridges is President.

Elizabeth College, located on the heights at the end of E. Avenue, overlooks the city. The buildings and grounds are the admiration of all. The faculty is composed of twenty-four instructors, all being specialists. The A. B. course is on a level with the Southern institutions for men. Dr. C. B. King is President.

Both colleges offer superior advantages in their music departments. Representatives of nearly all Southern States, from Texas to Kentucky, are in attendance at these institutions.

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The young man of Piedmont North Carolina who wishes to become a Doctor of Medicine no longer goes to Philadelphia or New York, he comes to Charlotte. The North Carolina Medical College has occupied its handsome new building this year and it is well patronized. A number of hospitals in the city gives ample opportunity for that phase of the work. This college turns out a number of full fledged doctors every year.

Two miles away at the Haskin's Mill is located one of the most interesting and most useful institutions of this community. It is the Industrial School, of which Rev. J. A. Baldwin is Principal. The value of such a school to a mill section is well nigh incalculable. At Belmont, a few miles from the city, is the educational institution of the Catholic church, St. Mary's Seminary, conducted by the Sisters of Mercy. In Mecklenburg county and only twenty miles away is Davidson College. Biddle University, for negroes, a college well known and well worthy of commendation, is in the city.

Because of the presence of these institutions in and near her limits, Charlotte has become, to a great degree, an educational center. And the splendid attendance upon all of them is indicative of a growing educational spirit throughout this section of the State.

Commercial and Industrial Charlotte

By W. T. CORWITH, Sec. Greater Charlotte Club

Interesting and pleasing to note is the development of Charlotte, commercially and industrially during recent years. The strides made along the path of material progress have been rapid and continuous, resulting in improvements of a permanent and solid character, which have been conducive to the prosperity of the people.

Possessing as a natural attraction a most enviable geographical position, it is not surprising that many merchants, manufacturers and other business men have selected this point as a location for conducting business enterprise in preference to other places lacking so favorable a feature.

This marked development has been accomplished without any of the unfortunate conditions which often follow boom methods, for Charlotte has never experienced a shock of this kind, and has thus been kept free from the evils of a boom with its inflation of prices and fictitious valuation of real estate. The changes in the value of real property have been gradual, but always upward, until the time has come when it is possible for a lot 64x99 in the central business district to sell for \$92,000. The recent financial

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depression has in no way produced a fluctuation in the price of city real estate, although it has of course in some cases prevented certain developments which otherwise would have been probable.

There is no surer mark of soundness and solidity in the prosperity of a community, than that of a steady demand for real estate at a good price.

Too much cannot be said in praise of the banks of Charlotte, in view of the masterly manner in which they have handled the situation, and conserved the interests of the business men of Charlotte during the recent financial panic. With such skill and ability did the heads of these institutions care for the needs of their patrons during this critical time, and so well did they provide with unusual foresight and good judgment for a possible emergency, that at no time has it been necessary for them to resort to the questionable method of issuing wildcat money to meet the needs of the commercial and manufacturing interests.

One of the first and most vital considerations for the merchant and manufacturer in entering upon a new enterprise, is the assurance of adequate banking facilities. No city of the South Atlantic States, considered in proportion to its population, is so well equipped with strong and effective banking institutions, as is the city of Charlotte.

In point of location it has the great advantage of possessing facilities which are attractive to shippers, and essential to success, in all lines of commerce and manufacturing, where shipping to outside districts is a prominent feature of the business.

No place in the Southern country is so closely related to the development of the cotton manufacturing industry, and here may be found the center of supply for all its requirements, from the building of the mill and the installation of the machinery, to the supplies found daily necessary to keep the plant in continuous operation.

No more pronounced indication of the future growth and development of Charlotte is to be found, than in the confidence exhibited by its citizens, who have been and are still erecting large and handsome buildings, which are proving the means of producing a transformation in the appearance of the streets, and are creating the aspect of a live, progressive city.

Business life and activity has ever been fascinating and alluring to the young, and it is for this reason that Charlotte possesses so large a percentage of young men as a part of its population. This fact has led the Young Men's Christian Association to provide, in the new \$100,000 building that is now being erected, over forty sleeping rooms for young men.

Perhaps no better index is to be found of the

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Peele's Civil Government is the best work on the subject I ever examined; it is so teachable that it can be used in the sixth and seventh grades of our public schools to good advantage.—R. P. JOHNSON, *Supt. of Schools, Chatham Co., N. C.*

The arrangement and style of the subject-matter is all that could be desired. I am sure that it will be a most useful book in the public and private schools.—JUDGE H. G. CONNER, *Supreme Court, Raleigh, N. C.*

The book seems well adapted to our use.—R. L. MOORE, *Pres. Mars Hill College, N. C.*

It is, indeed, an excellent book—the best I have read on that subject. We shall adopt it in our school, and I am sure it will have a wide circulation in this State.—N. F. ROBERTS, *Shaw University, Raleigh, N. C.*

It is the work of a careful and discriminating scholar who has prepared for our young citizens an invaluable key to the complicated political structure under which we live.—HON. HANNIS TAYLOR, *Spanish Treaty Claims Commission, Washington, D. C.*

I am well pleased with the text-book on Civil Government. It is an admirable text and the mechanical work is excellent. I predict for it a wide sale in our State and I shall take steps to have it placed in our schools at an early day, just as soon as arrangements can be made for this purpose. I am very much gratified to see your house getting out so many good text-books, and also glad to know that they are being adopted so extensively.—C. C. WRIGHT, *Supt. Wilkes Co. Schools, Hunting Creek, N. C.*

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continuous growth of Charlotte, than that suggested by the increase, during the past ten years, of the telephones in actual use, from 120 to 2,500.

Another evidence of growth is the increase in four years in the annual receipts of the post-office, from \$50,000 to \$104,000.

The greatest single asset which the city pos-

sesses is the vast production of hydro-electric power, developed by the Southern Power Company, which is destined in future to play a greater and greater part in the material welfare and development of Charlotte and the adjacent country.

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TRINITY COLLEGE makes special effort to aid worthy students of small means to secure an education. During the past year 47 students were assisted from the loan fund; 118 received scholarships; 12 received science scholarships.

This does not include the number receiving tuition as ministerial students or sons of ministers.

LOCATION

TRINITY COLLEGE PARK is located on the west side of the city of Durham and consists of seventy-three and one-half acres of land. The Park is under the municipal government of the city. It has been laid out in drives and walks and otherwise improved. There is a half mile of graded Athletic Track and large space is devoted to out-door athletics.

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